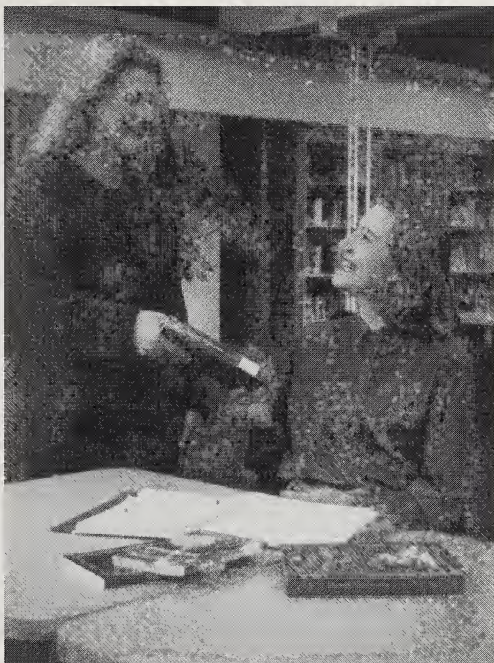


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Health and Personal Life Skills 9



Learning Facilitator's Manual



Distance
Learning

Alberta
EDUCATION

Health and Personal Life Skills 9

LEARNING FACILITATOR'S MANUAL



NOTE: This Health and Personal Life Skills 9 Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

| This document is intended for | |
|--|---|
| Students | |
| Teachers (Health and Personal Life Skills 9) | ✓ |
| Administrators | |
| Parents | |
| General Public | |
| Other | |

Health and Personal Life Skills 9
Learning Facilitator's Manual
Modules 1-6
Alberta Distance Learning Centre
ISBN 0-7741-1148-8

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Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the student module booklets, assignment booklets, or the sample final test. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the **latest enhancements or minor upgrades** for your Learning Facilitator's Manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T7N 1P4, Attention: Instructional Design and Development.



ADLC Learning Facilitator's Manual Registration Card

First Name

Surname

School Name

School Phone Number


School Address

City

Postal Code

Course Title

Approximate Date of Purchase



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill this out.

We look forward to hearing from you!



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Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

☐ Small Schools Teacher

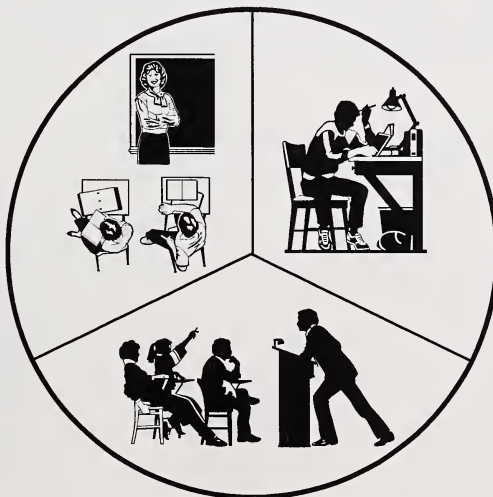
- ☐ inexperienced
- ☐ experienced, but in other subject areas
- ☐ experienced in teaching Health and Personal Life Skills, but wanting to try a different approach

☐ Distance Learning Teacher

- ☐ travelling to schools within the jurisdiction
- ☐ using facsimile and teleconferences to teach students within the area

☐ Large Schools Teacher

- ☐ inexperienced
- ☐ experienced in teaching Health and Personal Life Skills, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Education Program of Studies for Health and Personal Life Skills 9. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Health and Personal Life Skills 9 when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new learning package and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The module booklets, assignment booklets, and LFM's are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Philosophy and Rationale

The Health and Personal Life Skills 9 curriculum emphasizes students' growth in knowledge, attitudes, and lifelong skills which will enable them to assume the responsibilities for healthy living, which encompasses the four health dimensions—physical, intellectual, social/personal, and ethical/moral. The curriculum was designed to help students recognize their potential and become aware of alternatives that may improve their lifestyles.

Decision-making skills are emphasized throughout the curriculum in order that students might learn to accept personal responsibility for their lifestyle choices.

Since the school is a significant contributor to the environment of adolescents, it is responsible for assisting them in seeing themselves as important individuals with unique characteristics, capabilities, skills, and limitations. Recognizing these qualities prepares adolescents to live in a fast-paced and rapidly changing society.

For the Health and Personal Life Skills 9 Program to be effective, the roles of the various partners in the health education process (parents, educators, and community resource personnel) must be recognized and appreciated. The sharing and exchanging of information between these partners in this process encourages ongoing health education. This education gives students the knowledge, attitudes, skills, and lifelong behaviours to enable them to assume responsibility for healthy living and for personal and social well-being.

Themes

This curriculum centres on five themes:

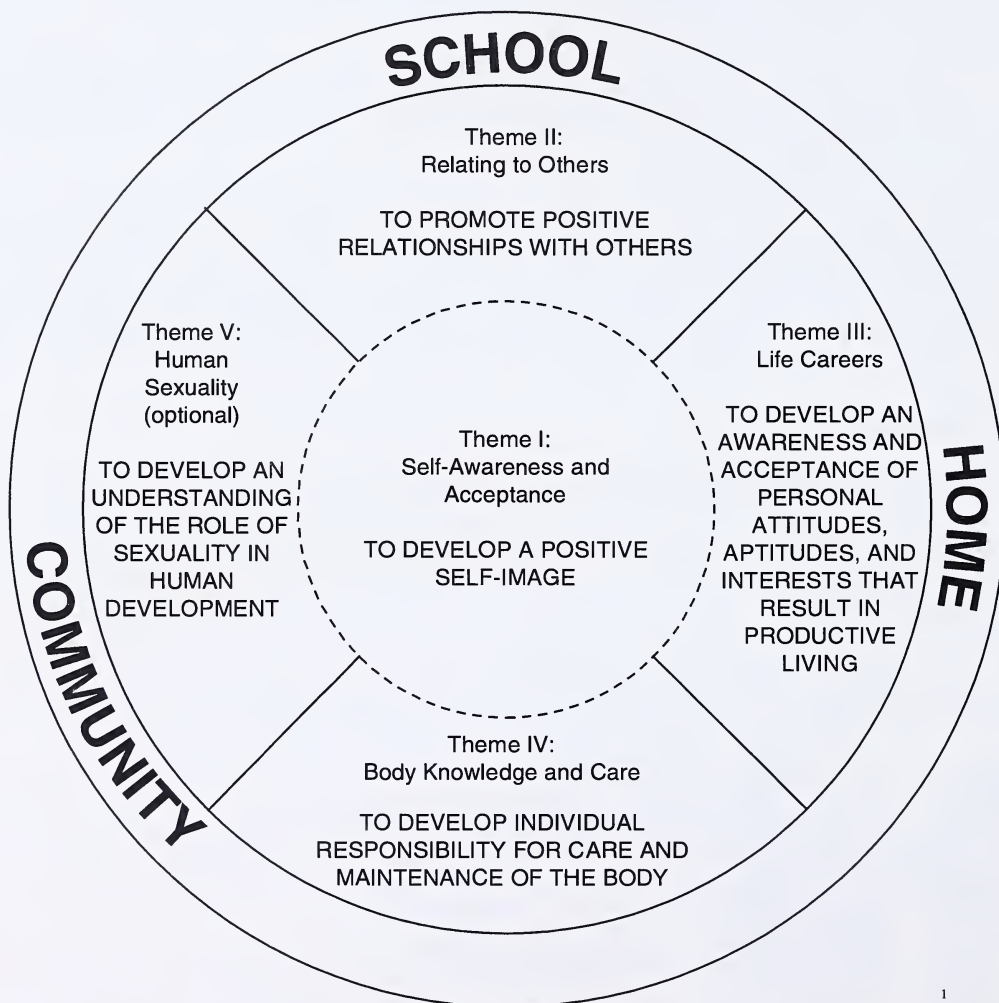
- Theme I: Self-Awareness and Acceptance (Module 1)
 - self
 - feelings
- Theme II: Relating to Others (Module 2)
 - peers
 - family
- Theme III: Life Careers (Module 3)
 - career awareness and preparation
 - career planning
- Theme IV: Body Knowledge and Care (Module 4)
 - physical fitness
 - health care products and services

- Theme V: Human Sexuality (Module 5—Optional)
 - puberty
 - reproduction
 - decision making

or

- Culminating Project (Module 6)

If the Culminating Project is chosen, the student should be encouraged to begin working on it early in the course.



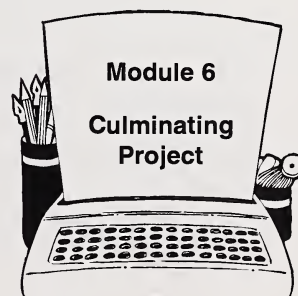
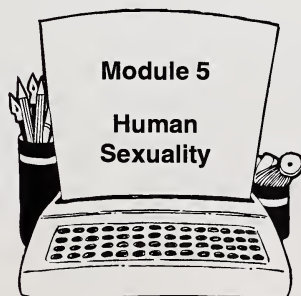
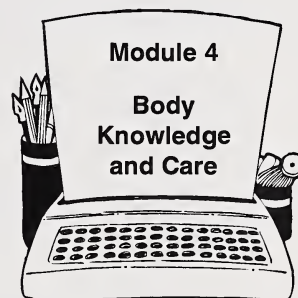
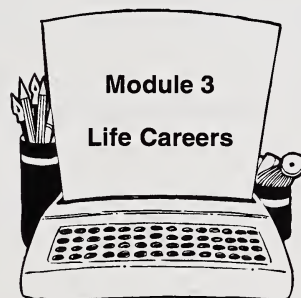
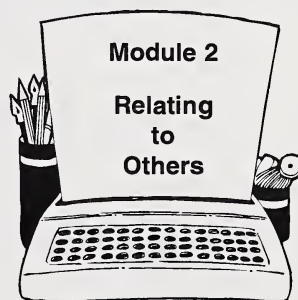
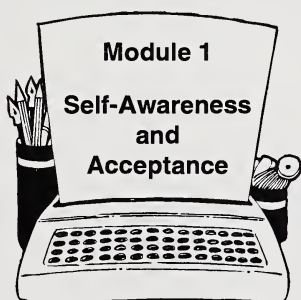
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¹ Alberta Education Curriculum Branch for the illustration from *Health and Personal Life Skills: Curriculum Guide*, 1986 edition.

Overview of Health and Personal Life Skills 9

Health and Personal Life Skills 9 is aimed at helping students to live effectively in today's society. It introduces students to lifelong skills, including knowledge, attitudes, and behaviours. These skills will enable them to assume the responsibility for healthy living and to balance their moral, intellectual, social, and physical selves.

Since healthy lifestyles depend on students' abilities to make positive decisions, the course emphasizes decision making. The decision-making process enables students to cope positively with the fast-paced and rapidly changing world. Students are made aware of how their values, the values of their families and communities, peer pressure, and advertising influence their decision making.



Required and Elective Components

Each theme in the curriculum has a required component and an elective component. The required component prescribes that the topic must be addressed. However, the teacher has the flexibility within each theme to adapt, vary, increase, or decrease the content and to use a variety of approaches to meet the needs of the students and community. For example, in Theme IV: Body Knowledge and Care, Subtheme H—Effective Use of Health Care Products/Services, the concept of use and abuse of health care products and services has been identified as an elective component. While teachers must address this topic, they may wish to teach the content in whatever detail and depth they feel is necessary and appropriate for their students.

The optional component dictates that the teacher can choose to either cover certain topics or not cover those topics. For example, Theme V: Human Sexuality, is optional. Teachers may or may not address the topic depending on how necessary and appropriate they feel the topic is for their students.

Human Sexuality, Theme V (Optional)

Most junior high school students are very interested in and motivated to learn about human sexuality. They are going through a period of great physical change—part of which is related to their sexuality. One of their major tasks is to become comfortable with their own sexuality—to accept themselves as sexual individuals and to understand what sexuality is all about in the context of society.

Theme V: Human Sexuality is an optional theme that focuses on both providing accurate information and clarifying students' attitudes, values, and behaviours. In this module, students are given the opportunity to examine attitudes, values, and behaviours regarding sexuality.

Upon completion of this module, students will be more knowledgeable about their own and others' sexuality. They will feel more comfortable with their own sexuality, and they will be better prepared to make more responsible decisions regarding their expressions of sexuality.

Subthemes for the Grade 9 module include puberty, reproduction, and decision making. Emphasis is placed on

- puberty
- pregnancy and health
- climacteric and menopause
- forms of sexual expression
- contraception
- teenage pregnancy
- sexually transmitted diseases
- referral agencies and resources

Before instruction of the human sexuality theme is offered to students, it is required by Alberta Education that school boards receive parental approval for each student to take the optional theme. Having a parent information night to meet the teacher(s) is useful for enhancing community acceptance of the human sexuality theme. It allows the parents to preview the learning resources and the teaching concepts. If the program is offered, it is important that the parents be kept informed and involved in the program through letters and parental meetings.

If students choose not to complete the human sexuality module, they must do Module 6: Culminating Project. Module 6 is intended as an alternate module to be completed by those students who decide not to complete Module 5: Human Sexuality. The students are encouraged to expand their exploration of topics covered in other Grade 9 modules, particularly those relating to self-awareness, acceptance, relating to others, and life careers. Students can choose from several culminating projects and should be encouraged to choose their projects early in their study of Health and Personal Life Skills 9.

The Decision-Making Process

The ability to make sound decisions is crucial to an individual's development. The curriculum focuses on responsible decision making in order for students to make life-enhancing decisions. Students are encouraged to exercise their decision-making skills through the use of the decision-making process. The steps in this process are as follows:

- Step 1: Identify the problem.
- Step 2: Assess information sources and list possible choices.
- Step 3: Consider all possible alternatives—pros and cons.
- Step 4: Make a decision based on the pros and cons of each alternative.
- Step 5: Determine a course of action.
- Step 6: Accept responsibility.
- Step 7: Put an action plan into effect.
- Step 8: Evaluate results.
- Step 9: Continue or reassess.

The curriculum concentrates on the importance of decision making. These skills, if gained by students, will enable them to take responsibility for their own choices.

Partners in the Process

The teaching of the Health and Personal Life Skills 9 curriculum is most effective when there is sharing among the concerned groups—the home, the school, and the community. To get the parents involved, it is best to keep them well-informed about the curriculum.

At all times, teachers have to keep in mind the psychological makeup of adolescents. Teachers must be familiar with adolescent characteristics and interests when planning and preparing health learning materials.

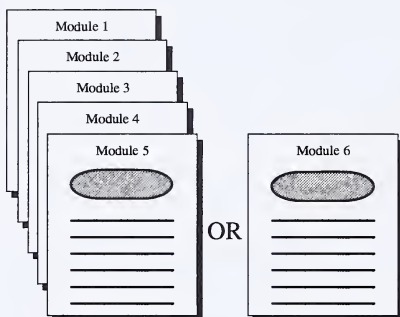
Involving the community resource personnel (various agencies, organizations, and government agencies) adds much value to the Health and Personal Life Skills 9 course.

Structure of the Learning Package

Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

| Contents |
|---|
| Overview Evaluation |
| Section 1 Activity 1 Activity 2 etc. |
| Section 2 Activity 1 Activity 2 etc. |
| Section 3 Activity 1 Activity 2 etc. |
| Section 4 Activity 1 Activity 2 etc. |
| Module Summary |

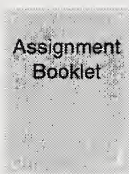
The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, video, computer, or laser videodisc formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, for faxing, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

Media



VIDEOCASSETTE

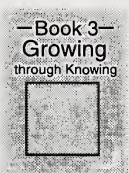


COURSE
AUDIOCASSETTE
(providing general
teacher guidance)

The package also includes references to media. Optional videos have been mentioned at various points in the modules. More information about the videos can be found within the LFM.

A special audiocassette features a teacher guiding the student through the course. The appearance of the teacher icon reminds students that there is this additional help available. If the students are working individually, you may find this cassette a valuable asset. If you are working in a large group, you may wish to guide the students yourself.

Textbooks and Reference Books



The prescribed textbook for Health and Personal Life Skills 9 for Modules 1 to 4 is *Lifestyle 3* by Judith Campbell (Toronto: Globe/Modern Curriculum Press, 1986). *Growing through Knowing—Issues in Sexuality, Book 3* by Dianne Kieren (Toronto: GLC Publishers, 1988) is the textbook that accompanies Module 5: Human Sexuality. These basic learning resources are available for purchase from the Learning Resources Distributing Centre (LRDC).

Materials, Media, and Equipment

Mandatory Components

| Equipment (Hardware) | Media | Materials |
|--|---|---|
| <ul style="list-style-type: none">• audiocassette player | <ul style="list-style-type: none">• prepared audiocassettes (come with learning package)• There are no mandatory videos. | <ul style="list-style-type: none">• LFM for Health and Personal Life Skills 9• one complete set of module booklets (Modules 1 – 4 and either Module 5 or 6) and accompanying assignment booklets for each student• There is a final test. |

Videocassettes or laser videodiscs used in the course may be available from the Learning Resources Distributing Centre or ACCESS Network. You may also wish to call your regional library service for more information.

Optional Components

| Equipment (Hardware) | Media | Materials |
|---|---|-----------|
| <ul style="list-style-type: none">• VCR | <ul style="list-style-type: none">• Optional Videos: The list of videos is provided in the Recommended Learning Resources section for each module. | |

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

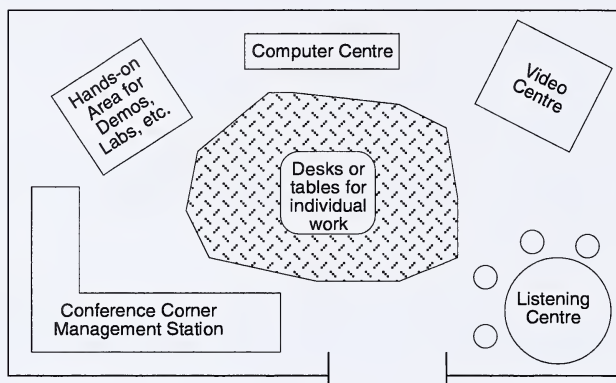
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

Some solutions, models, explanations, and guides are included in the appendix of every module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking. The remaining answers for the student activities and the module assignments are included in this LFM. You may decide to set up an answer station with colour-coded cards, or you may want the students to come to you to discuss the activity together. As you and the student become more comfortable with an individualized system, you might increase the student's responsibilities—spot checking only to reinforce proper behaviour and to assess the student's day-to-day progress.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

| Health and Personal Life Skills 9 | | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Final Test |
|---|---|----------|----------|----------|----------|----------|----------|------------|
| <i>Billy Adams</i> | P | | | | | | | |
| | A | | | | | | | |
| <i>Louise Despins</i> | P | | | | | | | |
| | A | | | | | | | |
| <i>Violet Klaissian</i> | P | | | | | | | |
| | A | | | | | | | |
| P = Projected Completion Date A = Actual Completion Date | | | | | | | | |

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

| Health and Personal Life Skills 9 | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Year's Average | Final Test | Final Mark |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|----------------|------------|------------|
| <i>Billy Adams</i> | 67 | 65 | 54 | 47 | 78 | 67 | 63 | | |
| <i>Louise Despins</i> | 43 | 50 | 54 | 55 | 48 | 42 | 49 | | |
| <i>Violet Klaissian</i> | 65 | 65 | 66 | 68 | 67 | 70 | 67 | | |

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

| Module 1 | | | |
|----------|----------------|--------------------|-----------------|
| Date | Module Booklet | Assignment Booklet | Resources/Media |
| | | | |

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

| | B. Adams | L. Despina | V. Klaisian | H. Smith | K. Dalley |
|---|----------|------------|-------------|----------|-----------|
| 1. Does the student approach the work in a positive manner? | | | | | |
| 2. Is the student struggling with the reading level? | | | | | |
| 3. Does the student make good use of time? | | | | | |
| 4. Does the student apply an appropriate study method? | | | | | |
| 5. Can the student use references effectively, etc.? | | | | | |

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for the student. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

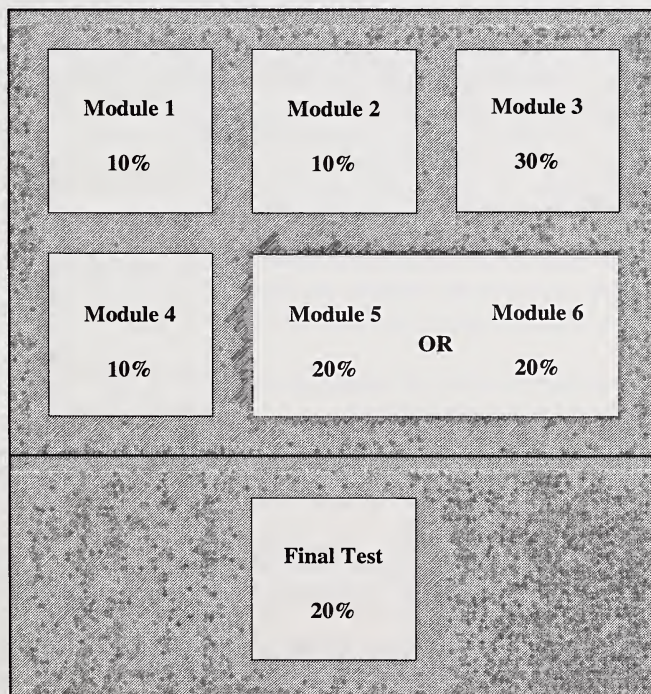
Informal Evaluation: Assignments

Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated, and that all students clearly understand what is expected.

Final Test

All LFM's include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, and glossary)
- interpreting graphs and charts

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

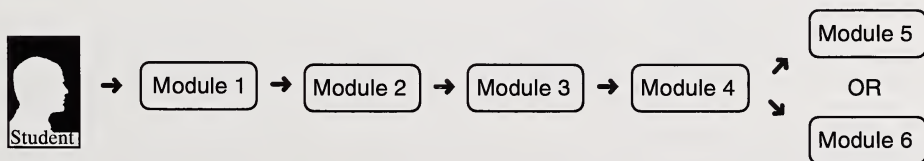
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts
- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)

- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.

It is recommended that you start with Module 1 because of the natural sequence of the modules. The decision-making skills learned in Module 1 can be applied to making decisions about relationships, career planning, health and safety responsibilities, and sexual issues in the subsequent modules.

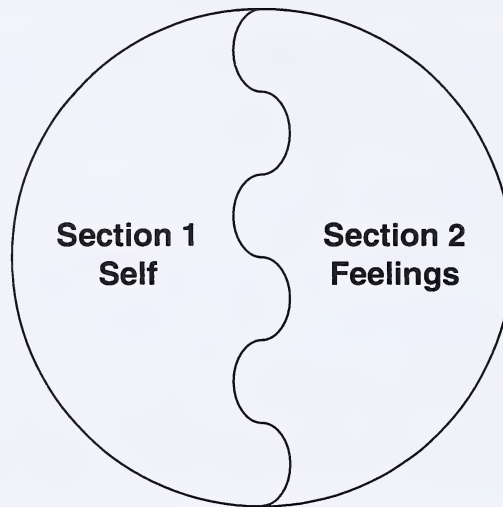


Module 1: Self-Awareness and Acceptance

Overview

At each grade level, the Health and Personal Living Skills course begins with a focus on the individuality of each student. At the Grade 9 level, Module 1 is designed to assist students in understanding more about themselves—their self-concept—and the components of the self. As with Module 1 in previous grades, there is a strong emphasis on such topics as emotions, decision making, and the responsibility for personal change. Unlike Module 1 in the previous grades, there is an important emphasis on three difficult topics—depression, suicide, and stress. Because of the importance of these topics, the personal impact of some of the considerations, and the sometimes controversial nature of the issues, it is important that the learning facilitator be sensitive to the concerns of the students and to be aware of discomfort either in the behaviour or the written work of the students.

Module 1 Self-Awareness and Acceptance



Evaluation

The evaluation of this module will be based on two assignments:

| | |
|-----------------------------|------------------------|
| Section 1 Assignment | 59 marks |
| Section 2 Assignment | <u>41 marks</u> |
| TOTAL | 100 marks |

Recommended Learning Resources

The following is a list of recommended learning resources that can be used for Theme I—Self-Awareness and Acceptance at the Grade 9 level. When the resource can be used for more than one theme or more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre, unless otherwise specified.

- *Choices for Living 9, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987 (Teacher's Resource Guide)
Note: also may be used for Grade 9—Themes II, III, IV

- *Knowing Yourself, Teacher's Guide*
Kieren, Dianne. Agincourt, Ontario: GLC/Silver Burdett Publishers, 1986 (Teacher's Guide)
Note: also may be used for Grade 9—Themes II, III, IV
- *Junior High School Teacher Resource Manual, Health and Personal Life Skills*
Alberta Education, Edmonton, Alberta Special Education Services, 1987
Note: may also be used for all five themes in all three grades
- *Lifestyle 3 Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe Modern Curriculum Press, 1986 (Teacher's Guide)
Note: also may be used for Grade 9—Themes II, III, IV
- *Self-Concept: How I Know Who I Am, Part 1*
Pleasantville, New York: Sunburst Communications, 1984 (Filmstrip Kit)
(May have been used by student in previous grade)
- *Suicide Prevention and Coping: A Manual for Teachers, Councillors and Administrators*
Alberta Education, Edmonton, Special Education Branch, 1987
- *Understanding Depression and Suicide: Student Booklet*
Alberta Education, Edmonton, Special Education Branch, 1987
(The most recent edition is available through the Suicide Information and Education Centre, #201, 1615 10 Avenue, S.W., Calgary, Alberta T3C 0J7)
- *What Do You Like About Yourself? Developing a Positive Self-Concept*
Slater, S. and Cibrowski, L.. Washington, D.C.: Home Economics Education Association, 1982 (Learning Facilitator Resource)
Note: May also be used with Grade 7—Theme I and Grade 8—Theme I

The following are suggested videos that are appropriate for use in this module:

- *Urgent Messages*
- *Suicide, The Warning Signs*

Section 1: Self

Key Concepts

- self-concept and future achievement
- perceptions of others
- interdependence
- personal responsibility for change
- values and decision making
- personality

At each grade level, Module 1, especially Section 1, is seen as being key to the development of individual ideas and awareness which will become part of the learning for the remainder of the modules. This is because Section 1 takes students through a journey of self-exploration and awareness, and the level of awareness which results is valuable in integrating the information in later modules dealing with such topics as relationships, well-being, career/future planning, and, in some cases, sexuality.

In Section 1 students will work towards understanding the qualities that make them unique and they will see that these qualities may be seen in both positive and negative ways. In coming to a greater sense of personal awareness, they will be better able to consider the ways in which they can emphasize their positive attributes and look for ways to make changes in those areas which they may identify as negative. In this process, they will be re-introduced to a model for personal change and a decision-making process.

Although the purpose of the activities is to lead students toward a positive appreciation of themselves, some students whose self-concept is weak or negative will need encouragement and support from the learning facilitator or other caring adult to look for the strengths and skills or support in making personal changes.

As you provide support and encouragement to the students, you may find that their answers are becoming more complete and deal with important thoughts and beliefs. This will be especially true as you leave Section 1 and begin Section 2, which deals more deeply with emotions and emotional issues. The relationship developed between the learning facilitator and the students in Section 1 will set the tone for continued discussions and interaction. In this regard, please ensure that you have read the information on sensitive issues which is found in the following set of teaching suggestions.

Teaching Suggestions

If you are working with a small group of students who have opportunities to share ideas, you will find that the sharing of information, processing of ideas, and debriefing of activities is one of the most enjoyable teaching situations of the course, and certainly one of the most beneficial for the students. Many of the activities would be suitable for group discussion, and you are encouraged to proceed with any or all of the activities in this manner if the situation permits.

Students often appreciate the opportunity to share information with an adult they feel they can trust and who will take the time to listen and provide honest, sensitive feedback. This process develops a high level of rapport between the learning facilitator and the students.

As rapport develops, you may find students thinking of you as a counsellor of sorts. If you encounter a situation that you feel would be more appropriately handled by an outside agency or professional, please make sure that you establish contact with such an agency or person. This is especially true in cases of suspected abuse, depression, or intimation of suicide.

Answers to the activities and exercises will vary greatly depending on the life experiences and self-concepts of the students. Some possible answers are suggested where appropriate.

Most of the activities and exercises for this module do not have answers which are absolutely right or wrong. Therefore, when evaluating students' work, it is important to take into consideration criteria such as creativity, completeness, thoughtfulness, and quality of the final effort.

Evaluation of the Module 1 Assignment Booklet will be largely subjective, based on completeness, effort, creativity, and thought.

Teaching Sensitive Issues

There are many topics dealt with by courses today that might be considered sensitive by learning facilitators, parents, and students. Self-awareness, family roles, non-traditional roles, parenting, depression, and suicide are a few of these topics. In discussing such topics, learning facilitators are encouraged to consider some of the following points.

- Treat the topic with sensitivity! While seemingly obvious, it is important to remind yourself that many students may be unsure of themselves with respect to some of the topics and each student is likely to be at a different developmental level. Respect for these differences is important.
- Observe the students' right to privacy. This right belongs to both the student and the learning facilitator. Neither should be required to share or discuss information that may prove difficult or personally sensitive. If faced with such a situation, either can opt to "pass" without feeling pressured to respond.
- Model an attitude of tolerance and understanding. Balancing student-learning facilitator interactions and allowing for a variety of responses in a non-judgemental way encourages easier sharing of information.
- Involve, inform, and educate parents with the same attention as the students receive. If you are both a parent and the learning facilitator, you are very involved in and informed about the subject matter in the Health program. Parents who feel they are a part of their child's education become the strongest supporters of any curriculum. Regular opportunities for their input and sharing are important.
- Preview all materials that you intend to use in the classroom even if they are on the recommended list. The learning facilitator is most able to evaluate whether or not recommended materials are suited to the needs and ability levels of the students. Be willing to involve parents or guardians in material selection.
- Stick to the guidelines—when in doubt, check it out! While creativity is an important and valuable component of effective teaching, when dealing with sensitive topics it is important to consider the reasons behind the course guidelines.

- Present topics from a base of respect, responsibility, and recognition of individual worth. Remember that you are teaching a program based on promoting positive self-regard and a positive regard for the worth of others.

Section 1: Activity 1

Teaching Suggestions

If you are working directly with the students, you may wish to begin Activity 1: Understanding Self-Concept by asking them to provide you with their own definitions of the term *self-concept*. Discuss with them the factors that they believe play a role in determining the nature of a person's self-concept.

In preparation for student completion of question 1, you may wish to do your own version and share it with the students as a way of introducing yourself to them. As you read the information students have shared, you may wish to discuss some of the answers as a way of further understanding the students as individuals and as interesting personalities with whom you will be working for a significant time.

1.
 - a. The students will simply identify themselves.
 - b. Answers may refer to an address, a geographic location, or a room in the house.
 - c. Answers may include instruments played, favourite singer/group, or favourite type of music.
 - d. Answers may include names of best friends, ease at making friends, and so on.
 - e. Answers may include sports played, favourite teams, sports heroes, and so on.
 - f. Answers may include the family name, the number of people in the family, names of siblings, and future goals.
 - g. Answers may include pet names, types of pets, and future goals to own a certain pet.
 - h. Answers may include favourite foods, cooking, or a favourite restaurant.
 - i. Answers may include artistic skills, athletic skills, academic skills, people skills, or job skills.
 - j. Answers may range from "I don't watch TV," to favourite shows or possibly future goals in TV.
 - k. Answers may cover the entire gamut of feelings.
 - l. Answers may include feelings about school, favourite subjects, marks, and so on.
 - m. Since a career is one's whole life, answers may include education, jobs, travel plans, and family goals.
 - n. Answers may include sports heroes, historical heroes, artistic heroes, family members, and so on.
 - o. Answers will probably include the students' favourite vacation place or where they would like to visit in the future.
 - p. Answers will likely include high school, college, or university plans, or apprenticeship ideas.

2. Teaching Suggestion

Rather than having students simply read and answer the questions in this activity, you may act as the reporter by asking the key questions and recording the answers in the appropriate spaces. If you have several students working together, they could take turns interviewing each other and writing up and displaying the resulting newspaper stories.

Students' answers to the interview questions will vary greatly.

The first few answers should reflect the student's name, future location, future area of study and post-secondary institution (if applicable), and future occupational goals.

The second group of questions deals with relating personal qualities, interests, and values to occupational choices. The students should list positive qualities, skills, and beliefs. Interests will vary, but should relate to the occupation chosen.

Students are then asked for personal descriptions of themselves as if they were looking back from fifteen years in the future. Descriptions should include strengths; weaknesses; changes to be made; and physical, intellectual, emotional, social, and spiritual qualities.

Students should then describe the changes between their "Grade 9 selves" and their "future selves." Students' answers should indicate that they have thought about those things that are unlikely to change or that are worth maintaining, and those things they will change to enhance themselves.

Students are asked to identify important role models and explain how they were influential. Answers may range from family members, to sports and movie heroes, to fictional characters about whom they have read.

Students are then asked to list some important decisions they have made. Answers should reflect thoughts about the future and may include decisions about marriage, family, school choices, travel plans, and so on. Students should also indicate other decisions that still need to be made.

The final part of the interview asks students to name the most positive qualities maintained and the most positive change made. Students' answers should mention personal strengths and reflect a future goal or intended change.

3. Teaching Suggestions

This is one of the more extensive activities in Section 1, and it requires that students understand the nature of the *humonion*, the name given to the holistic view of the self in this module. Information from this activity is used at various times throughout the module, and students are asked to refer back to their answers.

You may wish to take students through the activity one layer at a time to get a feel for the nature of the exercise. You may also wish to do a *humonion* for yourself.

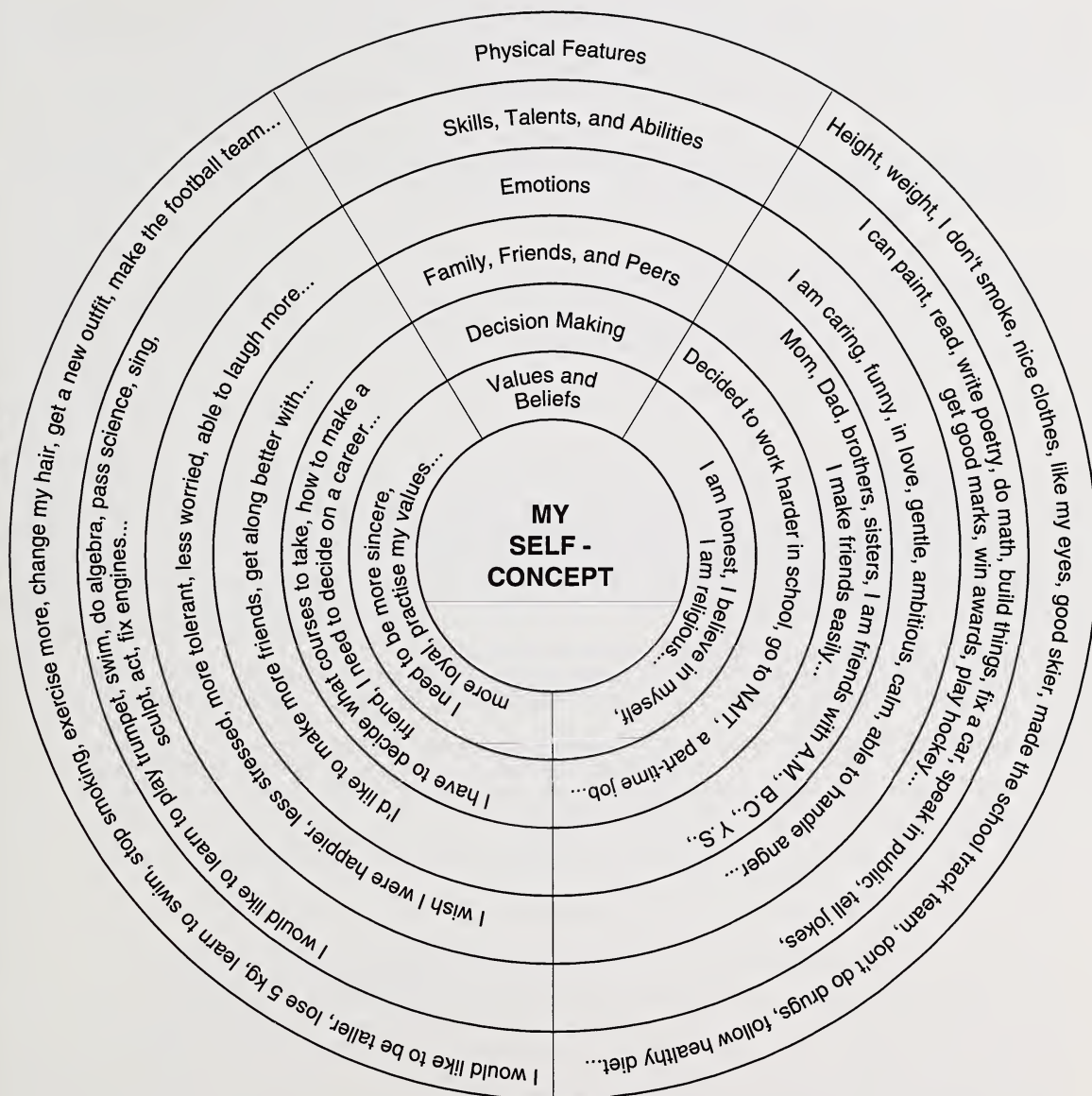
Some students may have difficulty thinking of positive qualities or areas for improvement on all six layers of the *humonion*, and may need some guidance about the types of strengths or areas of change that could be included.

Encourage students to list as many strengths and areas in need of change as possible.

A sample *humonion* has been included for reference. It is shown on the following page.

4. Refer to the sample *humonion* for possible answers.
5. Refer to the sample *humonion* for possible answers.
6. Refer to the sample *humonion* for possible answers.
7. Refer to the sample *humonion* for possible answers.
8. Refer to the sample *humonion* for possible answers.

HUMONION



Section 1: Activity 2

Teaching Suggestion

Most students completing the Health and Personal Life Skills 9 course will soon be making decisions about high school courses and long-term career goals. In addition to completing the exercises in this activity, students might be encouraged to contact the nearest Canada Employment and Immigration Centre or to phone the Career Information Hotline to ask for further information about occupations. A wide variety of print materials are available at no charge to students researching various careers and occupations.

3. Students' answers will vary depending on whether or not they feel they have a more positive or more negative self-concept. If any of the students with whom you are working indicate a self-concept toward the more negative end of the continuum, it would be a good idea to discuss the reasons behind this choice and, as the section progresses, to place greater emphasis on positive changes to the self-concept or the layers of the *humorion*.
4.
 - a. personal interest: Students' answers will vary, but should include the importance of developing a wide range of interests and hobbies as a way of developing positive self-concepts.
 - b. school: Students' answers might include such things as taking more interest courses in school, getting extra help in subjects, getting more involved in extra-curricular activities, and so on.
 - c. new skills: One positive way of improving self-concept is to develop new skills, take an interesting course, or learn a new sport.
 - d. family: When students are working on self-concept, the support of family is a plus. Spending time with a favourite member of the family can also help.
 - e. teachers, counsellors: This answer may include asking a teacher for help to improve in a subject area, talking with a counsellor about making personal change, spending time with a caring coach, and so on.
5. Students' answers might include any of the following:
 - a. computer programmer, computer salesperson, software developer, scientist
 - b. photographer, photo journalist, artist, designer, camera salesperson, advertising, magazine designer, film developer
 - c. drama teacher, playwright, actor or actress, radio announcer, television reporter, set designer, costume designer
 - d. athlete, coach, physical education teacher, sports therapist, referee, sports official, sports reporter, sports equipment salesperson
 - e. carpenter, furniture maker, designer, artist, wood carver, contractor, Industrial Education teacher
 - f. mechanic, automobile designer, cross-country racer, motorcycle salesperson
 - g. flight attendant, hotel manager, tour guide, sales representative, taxi driver, waiter, waitress
 - h. salesperson, gift consultant, store manager, shopping mall designer, buyer for retail store
6. Students' answers might include any of the following:
 - a. math teacher, scientist, accountant, banker, engineer, cashier
 - b. teacher, nurse, counsellor, therapist, day care worker, social worker, dental assistant
 - c. inventor, physicist, botanist, pharmacist, doctor, environmentalist, farmer, oil rig worker
 - d. writer, journalist, novelist, poet, playwright, editor, secretary, teacher, bookstore owner
 - e. historian, lawyer, teacher, sociologist, psychologist, politician, author
 - f. teacher, interpreter, flight attendant, tour guide, editor, journalist

- g. dietitian, nurse, fashion designer, interior decorator, personal trainer, chef, teacher
 - h. teacher, welder, carpenter, mechanic, designer, architect, drafts person, horticulturist
 - i. coach, athlete, sports official, sports therapist, recreation director, camp leader, life guard
 - j. actor, director, sculptor, cinematographer, critic, journalist, musician, producer, sound mixer
7. Students' answers might include any of the following:
- a. consultant, business person, artist, inventor, entrepreneur
 - b. counsellor, teacher, parent, psychiatrist
 - c. construction worker, trapper, recreation director, naturalist, warden, forestry worker
 - d. police officer, firefighter, armed forces personnel, window washer, pilot
 - e. journalist, sales representative, doctor, politician, lawyer
 - f. sales representative, pilot, truck driver, armed forces personnel, athlete, politician, flight attendant, travel consultant
 - g. parent, home business operator, office worker
8. This portion of the activity relates specifically to the students' interests, skills, and values, and the ways in which these three areas might relate to possible career or occupational choices. Students' answers will therefore vary considerably from person to person.

No matter what the students' responses are, discuss the connection between their interests, skills, values, and the occupations they have suggested.

Section 1: Activity 3

Teaching Suggestion

The key idea in this section is that although the opinions of other people are important, the most important opinion is your own. As you discuss the answers, take note of how often the students list their own opinions as important, especially in questions 2 and 4.

It is recommended that you encourage the students to complete the second portion of question 2.a. and to discuss the accuracy of their guesses with them. Were they surprised at the responses of other people? Were they positively or negatively surprised? How accurately did they predict the outcomes on the chart?

1.
 - a. Students should have indicated that friends, parents, siblings, peer groups, or teachers may form opinions that could influence self-concept.
 - b. The students' opinions are the most important ones in the long run. The opinions of others are influenced by their own biases. Emphasize that the students know themselves better than anyone else does.
2.
 - a. Obviously there will be a wide range of responses depending on whom students select as friends, teachers, neighbours, and peers. For the second portion of the question, the learning facilitator is encouraged to discuss the results with the students using the questions from the teaching suggestions.
 - b. Answers might include statements like the following:
 - They know me in different situations.
 - I am more open around some of them than others.
 - I've known some of them a lot longer.
 - I behave differently around my friends than around my teachers.
 - Each one has his or her own biases and points of view.
3. Students' answers will vary, but might include any of the following:
 - a. best friend, music store salesperson, *Rolling Stone* magazine critic, radio DJ
 - b. best friend, coolest or best dresser from among peer group
 - c. best friend, older sibling, hairstylist, favourite television star's style
 - d. parent, other friend, teacher, school counsellor, sibling, friend's parent
 - e. subject area teacher, school counsellor, tutor, parent, another teacher

- f. high school counsellor, parents, teachers, person in future career, older siblings
- g. parents, grandparents, teacher, counsellor, career centre, employer
- h. best friend, siblings, parents, boyfriend, girlfriend
- i. friend, counsellor, another relative, someone else at home with whom the students are not having a problem, minister, teacher
- j. themselves, parents, friends, other family members, favourite teacher
- k. themselves, parents, minister, friends, peers

In discussing each student's answers, observe the frequency of the responses that indicate *myself* as the key person. Aside from *myself* as an answer, who is most often listed by students as important to their self-concept? Discuss the reasons with the students individually.

- 4. Students' answers will vary. Look for explanations which indicate that students feel that they are trusted, give good advice, are positive in their treatment of others, and so on.

Section 1: Activity 4

- 3. a. Students' answers will vary, but should be similar to the following example.

YOUR INTERDEPENDENCE

| Who | When | Why |
|---|--------|---|
| parents, older siblings, extended family | BIRTH | food, shelter, life, babysitting, love |
| parents, older siblings, playschool teacher | AGE 5 | love, learning, food, shelter |
| parents, older siblings, teachers, friends, coaches | AGE 10 | learning, companionship, love, recreation |
| parents, teachers, friends, boyfriend/girlfriend, employer | AGE 15 | advice, love, learning, part-time work |
| professors, employers, spouse/partner, friends, parents, children | AGE 25 | education, work, companionship, love, support |
| spouse/partner, children, employer, neighbours | AGE 40 | love, support, work, friendship |

- b. Students' answers will vary, but should be similar to the following example.

DEPENDENCE ON YOU

| Who | When | Why |
|--|--------|--|
| parents, older siblings, extended family | BIRTH | love |
| parents, younger siblings | AGE 10 | love, learning, companionship |
| parents, younger siblings, teachers, friends, coaches | NOW | love, chores, teaching, fun, teamwork |
| parents, teachers, friends, boyfriend/girlfriend, employer | AGE 20 | advice, love, learning, part-time work |
| employers, friends, spouse/partner, parents, children | AGE 30 | education, work, companionship, love, support, food, shelter, clothing |
| spouse/partner, children, employer, neighbours | AGE 40 | love, support, work, friendship, food, shelter, clothing |

- c. Students' answers may vary, but may include any of the following factors:

- marriage
- location
- independence
- education
- economic situation

4. Answers may include any of the following:

- get as much education as possible
- work to develop a positive self-concept
- develop as many skills as possible
- learn good decision-making skills and problem-solving skills
- develop entrepreneurial skills

Teaching Suggestions

Before the students start the part of this activity entitled "Alone or Lonely?" you may wish to read the following suggestions.

As an alternative to students simply reading the story about Mike, you might begin this activity by asking students to describe a time when they felt lonely even though there might have been a lot of people around. You might choose to initiate this discussion with personal sharing.

After the sharing discussion is complete, have the students read the story and compare the situation to their own stories. Are there any similarities? Are there any differences? Can they empathize with Mike?

Section 1: Activity 5

Teaching Suggestions

Begin this activity with a discussion of the paragraph and two quotes that open the activity itself. Ask the students to share their interpretations of the quotes. Emphasize the information in the opening paragraph and indicate that this information will be important for both Activity 5 and Activity 6.

It is strongly recommended that you or another caring adult also do Activity 5 and Activity 6, since the students will be more comfortable if they feel that they are not the only ones needing to make some changes in their lives.

1. The answers to this question are completely dependent upon the work done in Activity 1: *The Humonion*. Students should select as many positive qualities as possible.
2. Students' answers will vary.
3. Students' answers should reflect an attitude of positive self-worth or self-esteem.
4. Students' answers will depend on what layer of the *humonion* was selected and the particular quality that they wish to continue to enhance. Generally, however, look for suggestions like the following:
 - continue to study for exams
 - exercise regularly
 - act in a friendly supportive manner toward others
 - ask for advice when making decisions
 - continue to practise effective stress relaxation ideas

Also accept other answers that indicate a commitment toward personal action, learning, friendships, and so on.

Others who could assist in the task might include parents, friends, teachers, coaches, other family members, agencies, professionals, or neighbours, depending on the nature of the quality originally chosen.

5. The answers to this question are completely dependent upon the work done earlier in Activity 1: *The Humonion*. Students may select any qualities they wish. Watch for students who list qualities that are negative in nature. Examples of such qualities might be contained in phrases such as the following:
 - I have no friends.
 - I'm useless at everything.
 - What's the use of making decisions?
 - I'm sad all the time.
6. It is hoped that students will check off at least one of the changes listed. If they do not, you should suggest that they look back at the *humonion* to see if there is anything changeable on any layer.
7. In order to continue with this activity, at least one item will have to have chosen.
8. Students' choices will reflect both the importance of the change and their beliefs in the possibility of making changes.
9. What the students will notice different about themselves will depend on what their original situation is. Answers should reflect the belief that the change will be positive.
10. Look for statements reflecting the importance of the change, the reasons why the present situation is negative, or examples of the belief the students have in their abilities to handle this particular change.
11. Although students' answers will vary, they might include the following:

| | |
|--------------|---|
| dad | He has lots of good ideas. |
| mom | She's really encouraging. |
| best friend | He's been through a similar change. |
| hockey coach | He can give me an idea of some other choices. |
12. Although students' answers will vary, they might include the following:

| | |
|-------------------|--|
| family doctor | She's an expert on diet and exercise. |
| school counsellor | He knows a lot about post-secondary education. |
| Social Services | They work with teens in trouble. |
| a lawyer | Can advise me of my rights. |

Section 1: Activity 6

Teaching Suggestions

As mentioned in Activity 5, this is an ideal activity for students to complete in partnership with you or another caring adult. You and the student can bounce ideas off each other and offer support once the contract begins.

In classroom situations, teachers often work on this activity as a class project over a period of one week, with all the students and the teacher setting small, personal goals for that week. Very often, friendly competitions develop as the group goes through the contracts.

1. This answer will depend on the answer given in Activity 5. Students should indicate the change to be made.
2. You should confirm that the change has been written as a goal statement as indicated by the example in the question.
3. Although students' answers will vary depending on the type of change and personal circumstances, answers should reflect at least one gain that will result from the change.
4. The three steps chosen will reflect the nature of the change being contemplated, the resources available, and the imagination of the student. You should confirm that the steps chosen reflect relatively small, easily attainable steps.
5.
 - a. Students should indicate their long-term goals and their first steps toward those goals.
 - b. The word *try* was omitted because it weakens the intent of the contract statement. Although the word *try* is perfectly acceptable on its own, it is often used to indicate potential failure.
6.
 - a. Although students' answers will vary, they might include such things as the following:
 - too many temptations
 - no support from friends or family
 - first step was more difficult than I thought
 - I didn't choose a realistic goal
 - not enough inner or outer resources
 - b. Answers might include the following:
 - Try again.
 - Don't give up.
 - Is there anything I can do to help?
 - See if you can find another first step.
7. Although answers will vary from student to student, they might include the following:

| | |
|---------|---------------|
| Mom | supporter |
| Dad | chief advisor |
| friend | supporter |
| teacher | advisor |
8. Students should indicate behavioural, physical, emotional, and personal changes that will start to occur if they are successful in their contract. The type of change will depend on the nature of the contract.
9. Celebrations could include treating oneself to time with a friend or participating in a hobby. A celebration should not cause a person to break the contract. For example, if a student has a contract to smoke less, it would be inappropriate for the celebration to be having a cigarette.
10.
 - a. Although students' answers will vary, it is likely that students would use one of the remaining original three steps as the second step.
 - b. Students' answers should reflect a realistic appraisal of the magnitude of the changes they are making. You or another caring adult can provide the benefit of experience in assisting students to set realistic time lines.
 - c. Students' answers should reflect a realistic appraisal of some of the conditions, habits, or attitudes which may have contributed to the need for change in the first place.

11. The students are to complete the contract for change first by indicating the long-term change to be made. The students must then indicate what their first small, one-week step will be. Some of the students' supporters should also be listed. These people may include parents, siblings, friends, teachers, and so on.

Students are also asked to list some of the obstacles or setbacks they may expect to experience during their change. They should also offer a positive solution to any possible setbacks or obstacles.

Also listed are the differences that should be noticed if the change is succeeding.

The students should then indicate the start and end dates for the contract, a possible second step, and a possible celebration for completing the first step.

The contract is then to be signed and dated.

Section 1: Activity 7

Teaching Suggestions

This is a large activity which builds on skills developed in earlier grades and combines those skills with a discussion of values and their role in making decisions.

You might choose to begin this activity with a discussion of the students' understandings of what values really are, and a discussion of the values expressed by students in the values layer of the *humonion* in Activity 1.

The preferred approach to the first question would be to go through the list of values first, making sure that the students have a clear understanding of the values list. Following this discussion, everyone—including you—completes the rank ordering. Then a second discussion comparing similarities and differences would take place. What accounts for the differences within the group? Were there any values that were ranked in the top five in everyone's list?

1. a. The answers will vary. Some students may have added personal values that were not described in the list.
- b. The top five values will vary from student to student. The important aspects of the choices are the reasons behind the selections. Students should express their reasons as positive supports. For example, the selection of *friendship* might be supported by a statement such as "Good friends help a person find other values such as loyalty, humour, and love."
- c. As with the previous question, answers will reflect students' personal beliefs. Reasons behind the lower placement might reflect the fact that these values are included in other values or are completely unimportant to that person.
- d. i. Students' answers could range from "It wouldn't bother me at all," to "I'd panic and want to choose some other value instead."
- ii. Students' answers will vary and range from those who wouldn't care at all to those who would reassess their decisions.
- e. Given the extensive nature of the list, most students will not have made additions. Those that did make additions will likely have very strong personal reasons for having done so.
- f. Although students' answers will vary, it is likely that most will feel that they would have valued different items on the list. You should look for an understanding of the changes in values and especially the reasons behind the changes.
- g. The answer to this question will tell you a lot about the students. The students' lists will reflect those qualities that are very important not only to their self-concepts, but to decision making over a lifetime.
- h. The answer to this question is very subjective. The importance lies not only in what students are predicting for themselves, but also why they feel that some values will strengthen while others will weaken.
- i. See the answer for question 1.h.

2. Students' diagrams should indicate that values are influenced by culture, sports heroes, family values, religious beliefs, society, observations of other people, and new experiences.
3. These answers are very subjective and will vary from student to student. Possible answers may include the following.
 - a. A value that I have learned from my family is **always be respectful of myself and others; religious beliefs.**
 - b. A person whose opinion I really value is **my mom, dad, grandparent, best friend, older sibling, or teacher.**
 - c. When it comes to my values, I am proudest of **my honesty, loyalty, belief in freedom, belief in hard work, and fairness.**
 - d. A favourite story that describes my values is **(answer will be very specific to each student).**
 - e. A family rule that illustrates one of my values is **everyone's opinion will be listened to at the table.**
 - f. A value that I think the world needs more of right now is **peace, understanding, a world of beauty, equality, and freedom.**
 - g. A phrase, saying, or quote I use that reflects my values is **(answer will be very specific to each student).**
 - h. An occupation that uses values which I admire is **ministry, teaching, parenting, doctor, police officer, or ecologist.**
 - i. A teacher I have had who demonstrated strong values is **(answer will be very specific to each student).**
 - j. A song that describes my values is **(answer will be very specific to each student).**
 - k. One of my personal heroes is _____ because **(answer will be very specific to each student).**
 - l. If I ever choose to be a parent, I will want to pass the following values on to my children: **respect for self and others, honesty, reliability, caring, and equality.**
 - m. A fictional character who comes closest to my own beliefs would be **(answer will be very specific to each student; the key to the answer lies in the reason behind the selection).**
 - n. Something I value more now than when I was younger is **freedom, wealth, friendship, love, and education.**
 - o. Something I may value more in the future is **love, wealth, freedom, success, justice, and responsibility.**
 - p. A recent decision I made that was based on my values was **(answer will be very specific to each student).**
4.
 - a. The answers to the chart will reflect each student's particular day. The answers in each space or the times of the decisions are not important. Instead, discussion should centre first around the tremendous scope of the decisions, ranging from very simple to complex. The second aspect in the chart is the value associated with each decision. Were students able to associate every decision with a value, or were some decisions too minor to have a value attached?
 - b. Students' answers will vary.
 - c. Answers will vary. Have they explained their answers?
5.
 - Step 1:** Decide what the actual problem is and write it down.
 - Step 2:** Make a list of all the possible solutions.
 - Step 3:** Consider the advantages and disadvantages of each solution.
 - Step 4:** Given the advantages and disadvantages, decide on the best possible course of action for you.
 - Step 5:** Accept responsibility for your own decisions.
 - Step 6:** Develop a plan of action for carrying out your decision.
 - Step 7:** Carry out the action.
 - Step 8:** Evaluate the consequences of your decision and action.

6. Teaching Suggestions

In classes in which this particular case study or similar ones have been used, a tremendous enthusiasm has been developed for generating creative and somewhat bizarre solutions to Clarence's problem.

You are encouraged to assist students in brainstorming as many unusual solutions as possible. The sample suggestions lead the way. Remember that in brainstorming there are no bad answers.

- a. He's about to get hit by a bus!
- b. Some possible solutions may include the following:
 - He could run down the road at 41 km/h.
 - He could run further out into the street.
 - He could yell "STOP!" as loudly as possible.
 - He could jump back on the curb.
 - He could lie down and hope the bus passes over him.
 - He could jump as high as possible and hope the bus goes underneath him.
 - He could stand there and let the bus hit him.
- c. Answers will vary.
- d. Answers will vary. Two examples from the list of solutions are used.

CHOICE ONE: He could run ahead of the bus at 41 km/h.

Advantages

- The bus wouldn't hit him.
- The exercise would be good for his cardiovascular system.

Disadvantages

- He couldn't keep up the speed long enough.
- He might run in to the back of something else, and at that speed, he'd be killed.

CHOICE TWO: Jump back on the curb.

Advantages

- The bus would miss him since it will remain on the road.
- The curb holds no other life-threatening dangers.

Disadvantages

- It is a dull and uninteresting alternative and lacks excitement.
- He's no closer to getting across the street than he was when he started out.

- e. Answers will vary depending on the alternatives listed.
- f. Students should have indicated that their choice was related to a personal value.
- g. Answers will vary depending on the choice made.
- h. If Clarence made the correct choice, he'll still be alive.

7. Teaching Suggestions

In this part of the activity, students are asked to apply the decision-making process to themselves. Approaches to this exercise will depend on the needs of the individual student, since the instructions ask students to select another change from the arrow side of the *humonion*. If you have students who are reluctant to look at another personal decision or change, discuss with them the selection of an alternative approach, such as looking ahead at a decision that they will need to make sometime in the next three years (future education goals) or a decision that a friend or family member has asked them to help with.

If you are working closely with a student on a one-to-one basis, you might choose to work through the steps of the decision-making process step-by-step, instead of simply waiting until the full exercise is complete.

If you are working with more than one student, having them work as a team to develop possible solutions to all the chosen changes in the group allows for a greater variety of solutions and a team feeling among the group.

- a. Answers will vary. Students should be encouraged to state the problem as a positive action statement. For example, "I am going to..."
- b. Students' answers will vary according to their personal support systems.
- c. If students are working in a small group setting, encourage group brainstorming to generate solutions for each person. Student answers will likely range from the serious to the absurd, especially after doing the exercise about Clarence.
- d. While students' answers will vary, by this stage problem selection should include potential solutions which are plausible.

You should look for evidence that the students have given serious thought to the advantages and disadvantages of each possible solution. The number of possible advantages and disadvantages is not as important as the students' considerations of the relative merits or demerits of each solution.

- e. For whichever solution is chosen, the students should be able and prepared to discuss the reason behind their final choice. The choice should reflect an actual weighing of the advantages and disadvantages.
- f. Students' answers will reflect a wide range of personal values, but it is important to look for the explanation or description. Does it show that the students understand the connection between values and decisions?
- g. Answers should indicate that the students understand that owning one's decision means taking personal responsibility and believing that the solution will depend on personal commitment and action.
- h. Answers should demonstrate that students understand the value of small, concrete steps on the way to larger solutions.
- i. Students' answers will vary, but should contain positive, observable personal or situational changes.
- j. Students' answers should reflect a belief in personal responsibility for change and the concept of setback as opposed to failure.

Section 1: Activity 8

1. Personality includes values, behaviours, emotions, relationships, and thoughts about oneself—all the characteristics that make a person unique.
2. All layers of the *humonion* are included in personality.
3.
 - a. Students' answers should reflect information related primarily to the positive side of the *humonion*: watch for students whose description is based on negative aspects of personality. The latter may need someone to further assist with positive changes and/or personal support.
 - b. If you choose to discuss this answer with students, centre the discussion around similarities and differences. For example, were they hoping for someone similar to themselves or completely the opposite?

4. Since students are being asked to describe people in their lives, answers will vary greatly. Follow-up discussion may again emphasize similarities and differences between the students and the people they have described.
5. a. Possible answers might include the following:
- having strong values
 - being loyal to friends
 - being intelligent
 - being friendly, outgoing
 - treating others with respect
 - being a good listener
- b. Possible answers might include the following:
- i. outgoing, likes to meet people
 - ii. brave, people person
 - iii. caring, intelligent, likes people
 - iv. adventurous, thrill seeker
 - v. good speaker, likes the spotlight
 - vi. has endurance, healthy
 - vii. outgoing, self-motivated
 - viii. intelligent, curious, determined
 - ix. brave, athletic, trusting
 - x. caring, concerned, helpful
- c. Answers will vary. Many of the students will have projected some of their own personality characteristics onto the persons listed in question 5.b.
6. a. Students' answers will vary depending on their life experiences.

| Positive Habits | Negative Habits |
|---|---|
| <ul style="list-style-type: none"> • brushing teeth after meals • doing homework at same time • showering each morning • saying please and thank you • giving compliments • volunteering time • obeying traffic laws | <ul style="list-style-type: none"> • biting fingernails • never doing homework • abusing alcohol • swearing • giving insults • overeating • driving recklessly |

7. a. Answers might include such things as smoking, drinking, or doing drugs. These habits are difficult to break because the body develops a physical dependence on them.
- b. Some habits which might be hazardous to either health or safety include smoking, over or undereating, overexercising, drug use, alcohol abuse, failure to use seatbelts, and unprotected sexual contact.
8. a. Students' answers will vary depending on whether or not they have identified any changeable, negative personality traits.
- b. Students' answers will vary depending on whether or not they have identified any need to enhance their personalities.

Section 1: Follow-up Activities

Extra Help

1. For these questions, the students will interview someone else and prepare a *humonion* for that person. Sharing and explaining this information with someone else will reinforce the concepts in themselves. Discuss the results and what they learned while doing the interview.
2. As in the previous question, students are asked to work as journalists or interviewers seeking answers to questions that they have had to answer themselves. The purposes of this exercise include learning more about the concept of change, sharing what has been learned with others, and, most importantly, learning about different approaches to personal change and growth.

3. a. The purpose of this question is to have students consider whether it is easier to think positively about themselves or others. Very often, people are inclined to look for the good in others and the flaws in themselves. Examine the two lists with the students. Reinforce the need to look for the positive qualities in themselves, especially if there are significant differences in their responses.
- b. See the answer to question 3.a.
- c.
 - i. Who was the *winner* in the two lists?
 - ii. Examine student answers for evidence that they may have trouble listing positive qualities for themselves.
 - iii. Student answers will vary depending on the level of self-confidence and self-assurance they have demonstrated throughout this section of the module.
 - iv. Answers might include any of the following:
 - learn new skills
 - practise positive thinking
 - hang around with people who appreciate me
 - increase my education
 - make personal changes

Enrichment

One of the most positive ways of enhancing self-concept is to set goals and dreams for the future. Forward thinking is uplifting and gives a sense of hope and a positive focus to an individual. In this activity, students are not only asked to consider both short-term and long-term goals, but to actually set some dates for achieving these goals. As well, sharing dreams adds to the possibility that others will encourage students to follow up on the dreams and find ways to make their goals a reality.

If you are going to be working with the same student or group of students throughout the entire course, you should return to a discussion of the goals activity several weeks from the date at which it was started. This will allow those students who have chosen the Enrichment portion of this section to assess how far they have progressed over a relatively short period of time.

Section 1 Assignment Answer Key (59 marks)

1. a. The collage should be subjectively evaluated, but effort, neatness, thoroughness, originality, creativity, variety, and visual effect should be considered. **(10 marks)**
- b. In reading this portion of the assignment, you should gain an understanding of the majority of symbols used by the students on the collage. You may decide to mark the two items at the same time, thereby being able to tie them together both visually and in print. **(5 marks)**
2. a. Juanita has lost an important friendship in her life. **(1 mark)**
- b. Juanita has already made the basic decision to make up with her friend. **(1 mark)**
- c. Juanita will regain the friendship she enjoyed. **(2 marks)**
- d. The layer of the *humonion* that is being affected is the Family, Friends, and Peers layer. **(1 mark)**
- e. You should examine the three first steps suggested by the students in terms of the following:
 - appropriateness to the desired outcome of the main character
 - simplicity (Do they represent simple first steps, not major decisions involving many supports?)**(3 marks)**
- f. The statement should be expressed as an “I will...” or “He or she will...” statement. **(1 mark)**
- g. The students’ answers should reflect a knowledge of setbacks as temporary situations related to the original problem. **(2 marks)**

- h. You should look for references to family members, friends, other friends' parents, favourite teachers, and so on. **(2 marks)**
 - i. You should look for references to agencies like social services, counsellors, school principals, doctors, and coaches appropriate to the problem the character is facing. **(2 marks)**
 - j. One possible answer is when Elizabeth starts smiling back at Juanita in the hallways. **(2 marks)**
 - k. Students' answers should reflect an awareness of things like sharing time together. **(2 marks)**
3. In this portion of the assignment, students are asked to complete an actual contract for change. You should look for examples of the following while reading through the contract:
- student knowledge of the layers of self
 - goal setting
 - finding small, first steps
 - understanding setbacks versus failures
 - personal resources
- (5 marks)**
4. With the exception of the information questions dealing with the actual steps in the decision-making method, students' answers to this part of the assignment will vary. This is especially true if students choose to deal with personal decisions rather than the given case study. For this reason, suggested answers are only provided for the factual questions, not to the questions whose answers will be unique to the case study chosen. You should look for the appropriateness of students' responses in relation to the case study or the personal decision.
- a. The first step is to define the problem. **(1 mark)**
 - b. The answers will vary, depending on whether the students chose the case study or decided to write about a personal decision. **(1 mark)**
 - c. The second step is to find all possible solutions. **(1 mark)**
 - d. The answers will vary, depending on what the students chose to work on. **(6 marks)**
 - e. Step three is to consider the advantages and disadvantages of each possible solution. **(1 mark)**
 - f. The advantages and disadvantages will vary from student to student. **(4 marks)**
 - g. Step four is to make a selection based on the advantages and disadvantages of each solution. **(1 mark)**
 - h. The most important criteria in marking this response is the explanation. Have the students used the advantages and disadvantages step to make a real choice? Can they explain the reason behind the final choice? **(3 marks)**
 - i. Answers will vary. Whatever step is suggested, it should demonstrate a small, attainable goal which is in keeping with the desired change or outcome. **(2 marks)**

Section 2: Feelings

Key Concepts

- expression of feelings
- changing emotions
- sensitivity to others
- emotional and physical health
- depression
- suicide
- flexible outlooks and behaviours

Students in the Health and Personal Life Skills program were introduced to some of the key concepts of Section 2 in earlier grades, and the first part of the section reviews the major ideas related to feelings or emotions.

As the section progresses, the information moves from review material into newer concepts such as depression, suicide, and stress. In addition to being new concepts, all three areas may be sensitive topics for some students. Students have been asked to speak with the learning facilitator or another caring adult if they feel that some of the information is too intense for them.

It is important that you respect students who are feeling uneasy about dealing with sensitive issues, and that you watch for signs of discomfort, stress, depression, or even suicidal thoughts in the students with whom you are working. If you notice anything that concerns you about answers or non-answers to activities, make sure you inform parents, supervisors, or local support persons or agencies.

Many activities in Section 2 lend themselves well to group or one-on-one discussion either for debriefing ideas or for expanding knowledge. You should take advantage of discussion whenever possible.

One area which provides many opportunities for discussion of ideas is Activity 4: The Issue of Suicide. A large portion of the activity relates to the need to communicate, express feelings, paraphrase, and check perceptions. All of these areas are much more effective when shared among students, teachers, and parents or guardians.

As was mentioned in the introduction to Section 1, students often appreciate the opportunity to share information with an adult whom they feel they can trust and who will take the time to listen and to provide honest, sensitive feedback. The process of doing so develops a high level of rapport between the learning facilitator and the student. As rapport develops, you may find students thinking of you as a counsellor of sorts. If you encounter a situation that you feel would be more appropriately handled by an outside agency or professional, please make sure that you establish contact with such an agency or person.

Answers to the activities and exercises will vary greatly depending on the life experiences and self-concepts of the students. Some possible answers are suggested where appropriate.

Section 2: Activity 1

1. Teaching Suggestion

This is an activity which is a lot of fun to do with a group, even if that group is just the student and the learning facilitator. Although the students have been asked to identify twenty-six different emotions, it can become a friendly competition to see who will be the first to drop out because they have reached the point at which no more new emotion names can be generated. Using this method, perhaps hundreds of possible emotions could be generated.

Answers will vary. Examples are provided.

| | | | |
|---|-------------|---|---------------------------------|
| A | angry | N | nervous |
| B | bashful | O | overwhelmed |
| C | cheerful | P | panicked |
| D | dumbfounded | Q | quixotic |
| E | excited | R | rowdy |
| F | frenzied | S | shameful |
| G | glad | T | terrific |
| H | hateful | U | uptight |
| I | impressed | V | violent |
| J | joyful | W | wonderful |
| K | kind | X | excited, expressive, xenophobic |
| L | lovable | Y | youthful |
| M | morose | Z | zapped |

2. a. Students may have listed any of the following emotions. Others are possible.
- angry • irked • irate • furious
 - perturbed • mad • upset
- b. Students may have listed any of the following emotions. Others are possible.
- happy • content • elated • tingly
 - joyous • ecstatic • humourous
- c. Students' answers will vary depending upon the emotion chosen.
3. Students' answers will vary. Some sample answers are given.
- a. Three things that bring about strong feelings of anger in me are **failing an exam, being yelled at, gossip, bullies, sexism, racism, war...**
- b. Three things that bring about strong feelings of pride in me are **seeing Canada's flag, watching my school team play, watching my parents relate to each other...**
- c. I feel fear most strongly when **I'm walking down the street at night, bullies threaten me, I hear the words "I'll be collecting your homework"...**
- d. I can hardly keep from laughing when **I'm watching Monty Python movies, my uncle Fred does his impressions...**
- e. I feel sadness when **I hear about abandoned children, someone I knows dies, I have to move and leave friends...**
- f. Sometimes I get really frustrated because **people just don't listen to me, I find it hard to understand math...**
- g. I am happiest when **I'm with my best friend, my family does things together, we get a holiday from school...**
4. a. People usually express their feelings in any of the following four ways:
- by talking about them • bottling them up inside
 - by using actions to describe them • invent realistic, but untrue reasons for them
- b. Students' answers will vary depending on life experiences, and some students may not have an example for each means of expression.
- c. **Ways in Which People Express Anger**

| | |
|---|---|
| Positive toward themselves <ul style="list-style-type: none"> • wear off the anger by doing chores or exercises • talk it out • contract to change the situation from which the anger is developing | Positive toward others <ul style="list-style-type: none"> • share their feelings with the person who is the source of the anger • share their feelings with a third party (parent, counsellor, friend) • work together to resolve the situation |
| Negative toward themselves <ul style="list-style-type: none"> • keep the anger bottled up inside • deny the emotion • make up excuses • build up the anger by stewing over the situation | Negative toward others <ul style="list-style-type: none"> • hit, kick, bite, fight with the person • increase the anger level • put-downs, sarcasm |

5. Answers will vary depending on the experience chosen. The answer should show how the students were affected by the emotions of someone else.
6.
 - a. Answers might include the following:
 - Terry was assuming Chris was angry.
 - Terry was assuming that the anger was directed at him.
 - Terry was assuming that Chris wasn't interested in his ideas.
 - b. Chris was scowling, walking away quickly, and didn't respond to direct communication.
 - c. Answers might include any of the following:
 - anger, but directed at someone else
 - worry
 - frustration
 - depression
 - d. Answers might include any of the following:
 - He failed an important test.
 - He had a fight with his parents.
 - His girlfriend broke up with him.
 - He didn't make the volleyball team.
 - e. Answers might include any of the following:
 - He could have offered support.
 - He could have tried cheering him up.
 - He could have asked what was wrong.
 - He could have talked instead of giving him the cold shoulder.
7.
 - a. Someone might not express his or her feelings for the following reasons:
 - He or she has been hurt in the past when he or she shared feelings.
 - The person is reluctant to trust others based on past experiences.
 - He or she is unsure if his or her feelings are appropriate.
 - The person may just need time alone.
 - Different cultures express emotions differently.
 - b. Students' answers will vary based on their past experiences with any or all of the five reasons above. Watch for their choice of reasons when they give their explanations.
 - c. Students' answers will vary depending on their own experiences. You may want to share your own ease or difficulty with certain emotions.
 - d. Some students may have already used one of the five main reasons earlier in this exercise.
8. While students' answers will vary, they will be chosen from the following list:
 - People could try to understand why I am not expressing my feelings.
 - I like it when I am talking to someone who expresses their own feelings.
 - People could tell me that they care about my feelings and how I am expressing myself.
 - I am more willing to express feelings if we have built our trust level first.
 - I talk more openly to someone who really listens!

Section 2: Activity 2

Teaching Suggestion

If the students have access to a medical person such as a community doctor or health unit, a field trip might be arranged to allow them to ask questions about some of the medical conditions discussed in this section.

1.
 - a. The answers will vary depending on the experiences of the students. This question and the question which follows are excellent group discussion questions.

- b. Answers may include butterflies in the stomach, nausea, shaking knees, trembling voice, headache, heavy breathing, and so on.
 - c. Other answers might include throat clearing, tapping pencils, pacing around the room, talking quickly, wiping forehead, tapping feet, and so on.
 - d. Answers might include red face, tight jaw, clenched fists, clenched teeth, crossed arms, and so on.
 - e. Answers might include downcast eyes, tears in the eyes, quivering lips, slumped shoulders, no smiling, slow paced walk, and so on.
- 2.
- a. slovenly, clothes not changed
 - b. either not sleeping much or always sleeping, waking up often at night
 - c. very low, may see himself as a loser
 - d. changed from normal, may overeat or undereat
 - e. changes friends, forces friends away, spends more time alone
 - f. marks falling, assignments not completed, lack of attention in class
 - g. mostly spends time alone, may isolate himself from friends
 - h. worse than before, unexplained aches and pains, headaches, feeling sick
- 3.
- a. Answers may include the following:
 - keeping it bottled up inside
 - taking it out on others (hitting, insults)
 - punching walls, breaking things
 - b. Answers may include the following:
 - talking it out with someone you trust
 - using the energy to do things that need to be done
 - walk it off, exercise
 - c. Even though the anger isn't expressed, the body still knows anger is present. If anger is internalized, it can create health problems such as headaches or stomach problems or build up until there is an explosion.
4. Nausea
- a. the feeling that you are about to vomit
 - b. nervousness, stress, fear
 - c. exam pressure, speaking in public, ate too much
 - d. flu, food poisoning, pregnancy

Stomach Ulcers

- a. a break in the lining of the digestive tract; very painful; may bleed
- b. stress, tension, nervousness, internalized anger, worry
- c. business pressures, family stresses, school pressures
- d. excessive stomach acid, alcohol, coffee, poor diet, bacterial infection

Anxiety

- a. nervous tension that seems constant
- b. fear, worry, frustration
- c. paranoia, bullying, failure to solve problems early, poor self-concept
- d. real or imagined threats, confusion about solutions

Obesity

- a. an accumulation of fat cells (twenty percent more than recommended)
- b. sadness, depression, worry, fear
- c. low self-esteem, family trait, social pressures
- d. food addictions, gland/hormone condition, lack of exercise, poor diet

Indigestion

- a. pain or discomfort in the lower chest or stomach area
- b. nervousness, anger, worry, excitement
- c. family or work stress, speaking in public, argument
- d. digestive tract problems, ulcers, diet, spicy foods, allergies to certain foods

Insomnia

- a. the inability to fall asleep or stay asleep
- b. anxiety, worry, depression, anger
- c. time pressures, overloaded schedule, not dealing with problems
- d. inability to relax or unwind, poor sleep schedule

Addictions

- a. a dependence—physical or psychological—on alcohol or other drugs, a habit
- b. low self-concept, depression, worry, nervousness, anxiety
- c. peer pressures, social pressures, advertising, thrill seeking
- d. failure to understand seriousness, parent example, availability

5. Answers might include the following:

- unrealistic expectations
- societal messages about the perfect body
- low self-esteem
- aversion to food
- excessive habits

Section 2: Activity 3

Teaching Suggestion

This activity begins the two-part presentation of information related to adolescent depression and suicide. It is recommended that the learning facilitator or other caring adult work through this section with the students to share ideas and to keep in touch with the feelings and concerns which might be expressed.

The exercises and discussions centre around Ashley, a young woman who exhibits many of the symptoms of depression. This story might be read out loud and students might discuss whether or not the situation seems real to them. Could this kind of event happen?

Many of the exercises lend themselves to group discussion, and it may be useful to encourage students to seek out additional information from health units or mental health offices to expand their awareness of the issues.

1. a. Answers might include the following:

- long period of sadness
- dropping out of favourite activities
- changing her diet
- excessive use of television as an escape
- unexplained aches and pains
- change in sleeping habits
- loss of interest in personal appearance
- losing weight
- mood swings
- lack of energy, restlessness
- lowered self-esteem
- feelings of hopelessness and helplessness

- b. The only symptom mentioned in the textbook that she did not exhibit was increased alcohol or drug use.
 - c. She displayed both helplessness and hopelessness.
- 2.
- a. Insomnia is the inability to fall asleep or to stay asleep.
 - b. Insomnia can be caused by being worried about something, exam pressures, sadness or depression, nervousness, and so on.
 - c. Answers might include the following:
 - listening to relaxing music
 - reading
 - light exercise
 - meditation
 - deep, quiet breathing
 - focusing on pleasant thoughts, memories, and so on
- 3.
- a. Ashley might talk with her friends, family members, her art teacher, or counsellor.
 - b. Students' answers will vary, but may include the names of friends, family members, favourite adults, or coaches.
- 4.
- a. Knowing the symptoms of depression is the best protection against sliding into deep depression and is useful for recognizing depression in someone else.
 - b. Students' answers will vary, but may include the following things:
 - spending time with friends or family
 - going for walks
 - playing sports
 - engaging in a hobby or pastime
 - watching a funny movie or television show
 - reading
 - meditation/prayer
 - c. Answers may include the following:
 - smile at other people
 - join the peer support team in her school
 - collect money for a charity
 - visit a senior centre or nursing home
 - volunteer at a day-care centre
 - babysit for free for a single parent
 - write a letter to someone who would like to hear from her
 - leave anonymous, positive notes in people's mailboxes or lockers

Section 2: Activity 4

Teaching Suggestion

This activity is perhaps the one for which the discussion dealing with sensitive issues at the beginning of this module was most intended.

It is strongly recommended that you or another caring adult work through all the exercises and discussions with the students, and if any student is feeling uneasy about talking about suicide, you might consider omitting this activity and proceeding to Activity 5. However, it has been shown that talking or teaching about suicide does not increase risk to students, and may in fact reduce the risk.

If, as a learning facilitator or parent or guardian, you would like to enhance your personal knowledge about the issue of suicide, a wide range of print and audio visual materials is available from the Suicide Information and Education Centre, #201, 1615-10 Avenue S.W., Calgary, Alberta T3C 0J7. A teacher resource manual produced by Alberta Education (*SUICIDE PREVENTION AND COPING: A Manual for Teachers, Counsellors and Administrators*) may be available from the Learning Resources Distributing Centre. Local or regional health units or mental health offices are also excellent resources.

If you notice a student having particular difficulty with the activity and exercises, or expressing depressive or suicidal thoughts, make sure that you follow-up with that student and, if necessary, make contact on his or her behalf with the student's own resources, meaning parents, local agencies, doctors, and so on.

1. a. Since attitudes about suicide range from fear to understanding, and from attitudes of support to concerns strongly influenced by religious beliefs, students' answers will vary. Sample answers have been given.

It is recommended that you prepare your answers to each of the unfinished sentences to gain a better appreciation of the difficulty level and your own attitudes.

- I think suicide is sometimes considered as a option by teens because **they get really unsure of themselves and depressed, and can't think of any ways of coping.**
- People who attempt suicide are **unable to cope with the problems facing them or feel they are worthless.**
- If someone told me he or she was thinking about it, I'd **tell that person that I really cared about him or her and that I would help him or her get help.**
- Morally, I think suicide **is a sin.**
- If someone I knew committed suicide, the most difficult thing for me would be **wondering if I could have done anything to prevent it.**
- If I was asked if I thought that there was ever a time when suicide was acceptable, I'd say **that if a person was terminally ill it would be okay.**
- The best way of helping someone who might be suicidal would be **to let that person know you care and that you'll stand by him or her.**
- If I felt suicidal, the kind of people I would talk to would be **friends or family or others who really know me and care about me.**
- What I don't understand about suicide is **how someone could actually go through with it.**
- If someone said that he or she didn't want my help, I **wouldn't believe him or her and would continue to care anyway.**
- When people say, "There's no hope," I **want to reassure them that although I can't promise to give them hope, I am willing to assist them with solving some personal problems.**

- b. Students are to discuss their answers to question 1.a. with you or another interested adult.
- c. Students' answers will vary.
- d. Students' answers will vary.
- e. Either the students or the learning facilitator may find that as they share answers or consider other points of view, they are questioning some of their own attitudes.
- f. Students' answers will vary.
- g. Personal attitudes would have a large impact. For example, if they believed that there was nothing to be done about suicide, they would make no attempt to intervene or counsel the person; if they believed the person was insane, they might let fear control the help they offered; if they believed it was wrong, they might lecture right versus wrong instead of listening to the feelings behind the choice to attempt suicide.
- h. Students' answers will vary.
- i. They might consider any assistance to be a waste of their time and energy and miss the opportunity to successfully intervene.
- j. Increased education will likely reduce fear of the issue and eliminate the incorrect assumption that there is nothing that can be done to impact or reduce suicide.

2. Teaching Suggestion

The following information is provided as a key to the fact and myth test done by students. It may also be used to teach additional information about the topic.

Suicide: Fact (F) or Myth (M)?¹

- a. i. Myth Many people who attempt suicide tell someone either directly or indirectly. All statements or threats must be taken seriously.

Very few suicides occur without some form of warning. Sometimes this warning may be presented not only in the cues or signs just described, but verbally as direct or indirect expressions of suicidal thoughts.

Indirect statements might include:

- “What’s the use of going on.”
- “You won’t have to worry about me much longer.”
- “Oh... I just don’t know...”
- “Sometimes I think my parents would be happier if I’d never been born.”
- “I just can’t take it anymore!”

Direct statements might include:

- “Sometimes I just feel like killing myself.”
- “If I killed myself, then people would be sorry.”
- “One of these days I’ll do it. I’ll take the pills and end it all!”

Whether direct or indirect, verbal or nonverbal, such statements, threats, or symptoms cannot be taken lightly, and should be seen as signs of depression or suicide in teens.

- ii. Myth Suicide crosses all socio-economic layers.
- iii. Myth Most people, through behaviour changes, direct statement, or nonverbal clues, give some warning of potential suicide.
- iv. Myth This is a dangerous myth. Sometimes this may be the only way to determine how serious the person is about suicide or to confirm your suspicions. As well, it indicates your willingness to discuss suicide and to help the person seek help.
- v. Myth Motives for suicide are as varied as the people who are involved.
- vi. Myth Nothing could be further from the truth. Perhaps as many as eighty percent of completed suicides occurred after previous attempts. This is especially true for young people.
- vii. Myth Those considering suicide are usually ambivalent about death. Most simply want to escape an intolerable situation, and often change their mind about suicide in a very short period of time.
- viii. Fact Suicide and drug or alcohol abuse often go together. Alcoholics are at much higher risk than the average population, and drugs or alcohol are often used just prior to an attempt.
- ix. Myth The improvement may just indicate that the person has made a decision to commit suicide, and may feel better having decided.
- x. Fact The ratio varies from age group to age group, and males are, on average, three times more likely to complete suicide.

¹ Alberta Education, Special Education Services. *Understanding Depression and Suicide: Student Booklet* ©1987, p. 2.

- xi. Fact Loss, especially loss of a relationship, may be one of the most significant factors preceding the suicide of an adolescent. Other types of loss are also important factors.
 - xii. Fact Lack of hope for the future, for example, is an important attitudinal clue.
 - xiii. Myth This is one secret you cannot keep. You may lose a friendship temporarily, but you will save your friend's life.
 - b. Although this was not a test, students will likely be interested in how well they did. Answers will vary.
 - c. The degree of students' surprise will likely match their success in understanding the differences between myth and fact.
 - d. Students' answers will vary.
3. a. **Warning Signs Related to Suicide¹**

Physical Signs

- ✓ A neglecting personal appearance
- ✓ A chronic, unexplained illness, aches, pains
- ✓ A sudden weight gain or loss
- ✓ A sudden change in appetite

Emotional Signs

- ✓ A sense of hopelessness, helplessness
- ✓ A inability to enjoy friendships
- ✓ A wide mood swings, sudden outbursts
- ✓ anxiousness, tension, agitation
- ✓ A lethargy, tiredness
- ✓ changes in personality
- ✓ loss of ability to concentrate, daydreaming
- ✓ deep sadness
- ✓ loss of reason, inability to think
- ✓ A feelings of guilt or failure
- ✓ thoughts of harming oneself
- ✓ feelings of worthlessness, feeling that you are a burden
- ✓ loss of enjoyment from activities formerly enjoyed

Behavioural Signs

- ✓ making a will, writing poetry or stories about death or suicide
- ✓ quietly putting affairs in order, taking care of business
- ✓ threatening suicide
- ✓ hoarding pills, hiding weapons, describing methods for committing suicide
- ✓ previous suicide attempts

Please note that these first five behavioural signs are very important. They indicate that a person may have made a decision to commit suicide. A previous attempt is particularly important. People with previous attempts are at a higher risk.

- ✓ A decreased social activity, isolation
- ✓ sudden drop in school achievement
- ✓ A loss of interest in sports, hobbies, work, etc.

¹ Alberta Education, Special Education Services. *Suicide Prevention and Coping: A Manual for Teachers, Counsellors, and Administrators* ©1987, p. 2.

- ✓ ☐ unexplained use of alcohol or other drugs
- ✓ ☐ increased use/abuse of alcohol or other drugs
- ✓ A withdrawal from family and friends, forcing others away
- ✓ A changes in eating or sleeping habits
- ✓ A changes in friendships
- ☐ running away from home or school
- ☐ accident proneness, increase in risk-taking behaviours
- ☐ giving away prized possessions
- A sudden changes in personality
- ☐ preoccupation with thoughts of death or dying

- b. See the answers provided for question 3.a.
- c. Ashley is probably depressed, but not necessarily suicidal.
- d. Although Ashley shows some of the signs of suicidal thought and most of the signs of depression, she has not yet shown some of the most important clues in her behaviours. However, this does not mean that her friends and family shouldn't worry about her, because she is obviously in a great deal of distress and needs their support.
4. a. A suicidal person may be experiencing feelings of worthlessness, hopelessness, helplessness, alienation, isolation, sadness, loneliness, rejection, or anxiety.
- b. Empathy is the ability to put yourself in someone else's situation or to truly understand what it must be like to be that person.
5. a. Students' answers will vary.
- b. Answers may include the following:
- They show respect.
 - They make eye contact; look at you.
 - They paraphrase.
 - They don't judge you when you speak.
 - They express their feelings and listen for your own.
- c. Hopefully, students will repeat most of the list given in the answer for question 5.b.
- d. A depressed or suicidal person may feel as if no one really cares or that his or her feelings are crazy. A good listener is a caring listener who does not make judgements about the feelings of another person and who shows respect and demonstrates caring, two things that the suicidal person may feel he or she is lacking.

6. Teaching Suggestion

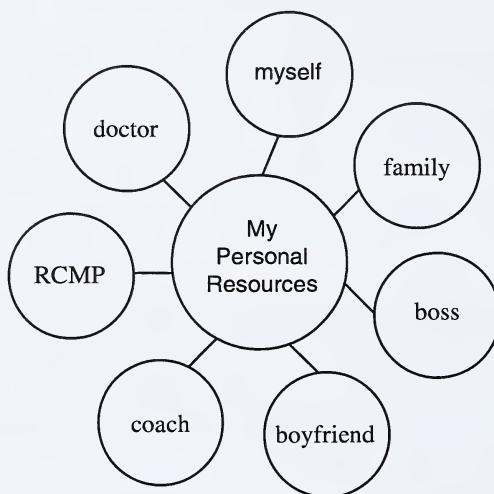
To add some realism to this exercise, you might work as a partner with your student(s) and take turns reading the statements and perception checking. You might even add a few of your own to the list.

- a. Possible answers might include relief, happiness, or excitement.
- b. Possible answers might include frustration, anger, or annoyance.
- c. Possible answers might include joy, ecstasy, elation, and excitement.
- d. Possible answers might include fear, anxiety, confusion, or panic.
- e. Possible answers might include depression, sadness, overwhelmed, and stress.
- f. Possible answers might include anger, frustration, being fed-up, and irritation.
- g. Possible answers might include conceit, pride, or happiness.
- h. Possible answers might include defeat, hopelessness, helplessness, sorrow, and depression.
- i. Possible answers might include frustration, anger, depression, or sadness.
- j. Possible answers might include pride, happiness, and excitement.

7. The best examples are sentences e. and h. which show possible feelings of hopelessness and helplessness. Sentences f. and i. might also be clues if they are constant statements or are attempts to push people away.
8.
 - a. The person might speak in a monotone, slowly and methodically, or quiet and almost in a whisper.
 - b. You might see downcast eyes, no smiles, bags under the eyes, pained expression, or blank stares.
 - c. You might see stooped shoulders, tired expressions, walking slowly or in an agitated fashion, and an unkempt appearance.
9. Answers may include the following:
 - It decreases the chance of a misunderstanding.
 - It shows respect.
 - It allows you to respond in a way that continues the conversation.
10. There are many possible answers to this exercise. One or two examples have been suggested for each sentence.
 - a. Possible answers might include the following:
 - I'm sorry to hear that the music on it was poor.
 - Oh, I guess you're going to buy it for me for my birthday.
 - b. Possible answers might include the following:
 - It sounds as if they've been neglecting you lately.
 - Have they cut your allowance again?
 - c. Possible answers might include the following:
 - So, they finally got a DJ with a good music selection, eh?
 - I guess a lot of girls asked you to dance this time.
 - d. Possible answers might include the following:
 - Don't tell me she's been spreading rumours again!
 - I heard that she's been walking to school without you.
 - e. Possible answers might include the following:
 - It seems as if nothing has been going right for you this year.
 - It can be really tough figuring out future goals.
 - f. Possible answers might include the following:
 - The work must really be building up at home.
 - You've taken on a lot of volunteer jobs this year.
 - g. Possible answers might include the following:
 - Nothing like the great restaurants and non-stop eating.
 - Great surfing, isn't it?
 - h. Possible answers might include the following:
 - It's one step forward and two steps backward.
 - Is your car broken down again?
11. Statements b., e., and h. might contain suicide intent because they express helplessness or hopelessness. Statements f. and d. might be expressions of sadness or depression.

12. The suicidal or depressed person often lacks self-respect and feels that no one cares about him or her, or about his or her feelings. Self-esteem is very low. By listening with respect, checking feelings, and working hard to understand the meaning behind the words, the listener is sharing some self-respect, caring, and attention.
13. The answers might include the following:
- Use eye contact, look at the person.
 - Paraphrase what you hear.
 - Put the feelings of the other person into words.
 - Remove distractions and give full attention.
 - Express your own feelings of caring and support.
14. Students' answers will vary. Look for signs of self-confidence.
15. a. Students' answers will vary and reflect the confidence in and the level of support of family, friends, neighbours, coaches, relatives, and so on. This list is more than just an exercise in the module; it may represent a real working list if the students ever find themselves in a helping situation.

Some possible answers are shown. Many more are possible.



- b. The students have received a list of agency phone numbers throughout Alberta, but the answer here should reflect the fact that they have taken the time to look through local phone books and/or taken the time to really consider possible supports in the area around them.

Section 2: Activity 5

1. Natural responses include the production of more hormones such as adrenaline, faster pulse (heart beat), rising blood pressure, and faster breathing.
2. Students' answers will vary. The following list contains three school-based stresses, three family-based stresses, and three peer-based stresses.

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • homework • final exams • conflict with a teacher | <ul style="list-style-type: none"> • looking after younger brother • curfew • part-time job | <ul style="list-style-type: none"> • pressure to smoke • bullies • walking home alone at night |
|--|--|---|

3. a. By using the decision-making method, he could work on the sources of his stress and, hopefully, identify some action steps which, if successful, would reduce the stress levels between his mother and himself.
- b. Possible answers might include the following:
 - He could smile at her at least once a day.
 - He could choose one particular chore and do it without being asked.
 - For the coming weekend he could make an effort to come home on time.
4. a. Students' answers will vary according to the stress levels they are facing. Watch for examples from various aspects of life: home, school, part-time job, peers, and so on.
- b. Hopefully, the students will respond affirmatively and indicate by their answers that they understand the steps in decision making.
- c. Students' answers will vary, but whatever they choose, you might assist them in making some decisions about the manner in which they might want to deal with the personal stresses.
5. Answers might include the following:
 - abuse of alcohol or other drugs
 - dropping out of school
 - running away
 - over eating or under eating
 - vegging in front of the television
6. **Teaching Suggestion**
 This exercise allows students to try several relaxation ideas. Ideas like these are learned more thoroughly if they can be shared with another person or a group in discussion. It is recommended that you or other adults participate along with the students and that they share some positive relaxation techniques they have found useful over the years.
 - a. The textbook suggests such ideas as listening to music, reading, hobbies, crafts, yoga, hot baths, running or walking, deep breathing, exercise, and prayer or meditation.
 - b. Students' answers will vary, and this represents an ideal time for group sharing and student-learning facilitator sharing.
 - c. Each gift described by the students will be based on personal interests and supports. Again, sharing of answers is recommended if people feel comfortable doing so.
7. a. Answers will vary and may include such things as movies, favourite comedians, television shows, funny friends, family members, favourite jokes, books, and so on.
- b. The correct answer is eating!
8. While students' answers will vary, some possible answers might include the following:
 - a. I take a ten minute break for every hour of studying I'm doing.
 - b. I'll listen to environment tapes before going to bed.
 - c. I've decided to add breakfast to my list of meals.
 - d. I'm going to take the stairs at school two at a time when I change classes.
 - e. I don't smoke now, and I don't intend to start.
 - f. Answers will vary.
9. Answers might include taking a hot bath, listening to music, playing an instrument, reading a book, visiting a friend or relative, or going on vacation.

Section 2: Follow-Up Activities

Extra Help

1. a. Students and teachers find this quite an eye-opener in terms of personal stress. They are often amazed at the number and variety of factors impacting on an average day in their lives. No wonder they felt wiped out at the end of the day! This is a good discussion activity.

- b. Students' answers will vary from "totally stressed out" to "calm, cool, and collected." The important aspect of the answer is the reason behind the high or low level of stress. For example, did any of the students practise relaxation during the day to lower stress levels?
2. a. Answers might include going for a walk, getting a banana split, visiting friends, reading a great book, talking with friends or family, going shopping, seeing a movie, and so on.
- b. Answers might include cleaning, repairing something, shoveling snow, planting a garden, mowing the lawn, going for a run, baking something, writing a letter, and so on.
- c. Answers might include volunteering at a senior centre or a boys and girls club, cleaning sidewalks, making supper, smiling at five different people on the way down the street, and so on.
- d. Students' answers will vary depending on their own particular skills, interests, hobbies, or pastimes.
- e. Students' answers will vary depending on their own views of the personal and professional resources they have at their disposal and whether or not they recognize these resources. Be observant of students who say they do not have any resources and/or leave this space blank.

Enrichment

1. This is a research and report option for students and will require access to a library or health/mental health agency resources. If the student is registered in a junior high school for other aspects of his or her education, the final product might be added to the resources of the school library, rather than simply disappearing into a drawer or recycling bin. Students should be encouraged to share what they have learned with other junior high students.
2. This activity is all about harnessing the intelligence, values, and influence of adolescents. Sharing the knowledge that they have gained by completing this module is a very positive and proactive approach, not only to their own learning, but to the learning of their peers and friends. The posters or other items generated through this activity would be excellent additions to bulletin boards or showcases in local schools or agencies.

Section 2 Assignment Answer Key (41 marks)

1. Students' answers to this assignment will vary depending on their own experiences as well as what they have learned while doing the activities in the module. You should ensure that the solutions or suggestions chosen by the students are appropriate to the particular emotion.
 - a. I know I'm angry when **my jaw tightens.**
 ...I feel like hitting something or someone.
 ...I raise my voice and yell.
 ...I throw a temper tantrum.
 - b. I know I'm happy when **I feel all warm inside.**
 ...I smile all the time.
 ...I feel like singing.
 ...nothing bugs me.
 - c. I know I'm nervous when **my stomach is churning or I have butterflies.**
 ...my palms sweat.
 ...my voice shakes.
 ...I start breathing faster.
 - d. I know I'm under stress when **I get headaches and stomach cramps.**
 ...I have trouble sleeping.
 ...I feel overwhelmed by little things.
 ...I snap at people for no good reason.

- e. I know I'm depressed when **I don't feel like getting up any more.**
...I can't stop feeling sad.
...I have a hard time making little decisions.
...I cry for no reason.

(10 marks)

2. Students' answers and advice will vary depending on the selection of positive ways to assist. However, the letter should contain an accurate description of some of the clues to look for, and advice must be based on some of the suggestions learned during Section 2. Factors to look for in the letter are listed below.

Symptoms of depression which may be included in the portion of the letter dealing with signs to look for might include the following:

- self-blame
- school truancy
- drop in school marks
- fighting with others
- having accidents
- long periods of sadness
- unexplained aches and pains
- losing or gaining weight
- lowered self-esteem
- feelings of hopelessness and helplessness
- dropping out of favourite activities
- inability to make decisions
- criminal behaviour
- taking dangerous risks
- rejecting friends, family
- running away from home
- changes in eating habits
- change in sleeping habits
- mood swings
- lack of energy, restlessness
- excessive use of television as an escape
- loss of interest in personal appearance

With respect to positive choices or ideas for the letter writer, these might include the following:

- spending time with friends or family
- going for walks with someone
- playing sports
- engaging in a hobby or pastime
- watching a funny movie or television show
- reading
- meditation or prayer
- talking it out with a counsellor or doctor

(10 marks)

3. Most of the answers for this assignment are factual and can be assessed based on information learned during the activities in Section 2. Suggested responses follow.

- a. Correct answers might include the following:

- unexplained aches, pains, illnesses
- change in school behaviours
- mood swings
- feeling worthless, a burden
- sudden drop in school marks
- increasing isolation from friends
- thinking about death
- taking care of business (giving away possessions)

- b. Students may include the following:

- expressed feelings of hopelessness and worthlessness
- giving away prized possessions or making a will or taking care of business (the hockey card collection)

Both are among the top five indicators of suicide intent or risk.

- c. Answers might include the following:

- previous attempts or any self-harming activity
- threats or statements about suicide
- changes in personality
- hoarding pills or getting a weapon
- alcohol or other drug abuse

d. i. Students' answers will vary, but should include some of the following:

- coach
- Bob's parents
- Mike's parents
- mutual friends and team mates

ii. Students' answers will vary, but should include some of the following:

- school counsellor
- team doctor or personal physician
- Mike or Bob's pastor/minister/rabbi etc.
- suicide hotline
- mental health agency
- social services office
- hospital
- police victim service units

(11 marks)

4. This assignment will be subjectively evaluated, but effort, neatness, thoroughness, originality, creativity, and visual effect should be considered.

In addition, the information contained on the poster must be in keeping with the factual information learned about the topic during the completion of activities in Section 2. That is, it should not contain false information.

Five marks can be given for the information, and five marks for the poster and visual presentation. (10 marks)

Module 2: Relating to Others

Overview

In this module students will learn about relationships with their peers and families. They will explore their relationships with friends, dating, the meaning of love, structures and functions of families, relationships among family members, family life stages, influences of unexpected events on families, and running away.

After completing Module 2, students will have a good understanding of dating relationships and the expectations people have of these relationships. They will gain an appreciation of the influence family members have on each other and the influence the family life cycle can have on a family. They are exposed to some unexpected events that can affect a family and some possible solutions for coping with these crisis situations.

Module 2 Relating to Others



Section 1
Friendships with Peers

Section 2
Family Relationships

Evaluation

The evaluation of this module will be based on two assignments:

| | |
|-----------------------------|------------------|
| Section 1 Assignment | 50 marks |
| Section 2 Assignment | 50 marks |
| TOTAL | 100 marks |

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme II—Relating to Others at the Grade 9 level. When the resource can be used for more than one theme or more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre, unless otherwise specified.

Choices for Living 9, Teacher Resource Guide

Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987 (Teacher Resource)

Note: also used for Grade 9—Themes I, III, IV

Knowing Yourself, Teacher Resource Book

Doherty, Maryanne. Toronto, Ontario: G.L.C./Silver Burdett Publishers, 1986 (Teacher Resource)

Note: also used for Grade 9—Themes I, III, IV

Lifestyle 3 Teacher's Guide

Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986 (Teacher Resource)

Note: also used for Grade 9—Themes I, III, IV

The following videos are appropriate for use in this module:

- *Being*
- *Better Safe than Sorry*

Section 1: Friendships with Peers

Key Concepts

- relationships with friends
- dating
- love

In Section 1 students will recognize the importance of maintaining existing friendships and will learn that new friendships can cause stress on existing friendships. Students will learn about skills that promote authentic relationships. They will become aware of social customs in dating and the pros and cons of steady dating. Students will learn the importance of being personally responsible in dating situations. They will learn to appreciate the importance of good communication in relationships. They will also develop an awareness of the varied meanings and stages of love.

Teaching Suggestions

Friendship is a topic with which your students are very familiar and about which they are very concerned. To make this topic interesting and valuable to your students, use as many experiences, stories, and examples of friendships from your class as you can. Students will learn more if they feel a part of the teaching and learning process.

To introduce the activity “Relationships with Friends,” divide your class into groups and have each group brainstorm the following ideas:

- To have friends we must genuinely like people and consider their feelings.
- A few loyal friends are more satisfying than lots of mere acquaintances.

- Since being liked and having friends is very important to everyone, we should make a special effort to see that those around us do not feel left out of things or do not feel friendless. Discuss what students can do to be friendly towards those who are having trouble making friends.
- Discuss ways to avoid annoying traits like belittling, bragging, excessive excuse making, making rude remarks, and being uncompromising.
- Getting along with others can affect one's success in school, in jobs, and in marriage.

Section 1 Assignment Answer Key (50 marks)

1. The students can give their friends any of the following pieces of advice:

- Consider other people's feelings.
- Be a good listener.
- Make plans and stick to them.
- When you borrow things, make sure you return them.
- Be thoughtful.
- Be caring and considerate.
- Go out of your way to be friendly and to help others.
- Be yourself and do not feel that you are better than others and be careful not to give that impression.
- Treat others as you would like to be treated.
- Share.
- Be willing to compromise.
- Be dependent upon yourself to do what you say you will do.
- Do not laugh at the mistakes others make.
- Do not go around correcting people.
- Be supportive.
- Keep your word.
- Respect the other person's ideas.
- Do things together.
- Do not pressure your friend(s).
- Do not betray confidences.

(20 marks)

2.

| Student | State the problem in your own words. | Give two solutions for each problem. |
|---------|---|--|
| Pat | She is afraid to start dating. | <ul style="list-style-type: none"> • For your first date, go somewhere that you won't have to talk much, like watching a basketball game or a movie. • Get a group together. • Talk your feelings out with a friend. • Have confidence in yourself. |
| Najeeb | He wants to date several girls at the same time, but is afraid of what one girl will say. | <ul style="list-style-type: none"> • Talk to the girl. • Perhaps she is only saying that because she wants to go steady. • You shouldn't feel bad about dating more than one girl at a time if you are honest. • It's good to go out with many different people. |
| Tamara | She is spending too much time with her boyfriend and is losing her other friends. | <ul style="list-style-type: none"> • Plan activities ahead of time. • Let your date know when you will be going out with your friends. • Include your date and friends at the same activity. |

| Student | State the problem in your own words. | Give two solutions for each problem. |
|---------|---|---|
| Lily | Her boyfriend is not treating her fairly. | <ul style="list-style-type: none"> • Discuss the situation with him. • Tell him each person needs to be considerate of the other person. • If it doesn't change, consider dropping the relationship. |
| Terry | His girlfriend is critical of his appearance. | <ul style="list-style-type: none"> • Discuss it with her. • Try to understand that she wants to be proud of you. • Explain to her that you want to be your own person. |

(15 marks)

3. Jena is not in love with Mario for the following reasons:

- Love does not just happen; it takes time to grow. A couple must work at developing love. Jena and Mario have known each other for only a short time.
- Mature love takes time to grow. It takes time and commitment to develop emotional closeness with one's partner. Jena and Mario's relationship was too short for any real commitment to have developed.
- Their relationship was physical and love is more than just physical. It involves caring, sharing, understanding, and give and take.
- The relationship seems to focus on Jena only. Her feeling of being in love was more important than Mario the person.
- Jena placed demands on Mario to be together all the time. She dropped her ballet lessons and spent less time with her family and friends. She did not allow Mario the freedom he needed in order to be a unique individual.
- Love involves trusting one another, sharing, and developing close bonds. Jena did not trust Mario and showed this by being jealous of the girls Mario spoke to and spending so much time at the arena watching Mario and Shelley. Jena became clingy and possessive—sure signs of immature love.
- When a couple are in love, they are confident that each will listen and try to understand one another. This was not the situation in Jena and Mario's relationship.
- Jena did not want to allow Mario to have friends apart from the dating relationship.
- For Jena life did not exist outside the relationship. She did not maintain relationships with her friends and family.

(15 marks)

Section 2: Family Relationships

Key Concepts

- structure and functions of families
- family life stages
- relationships among family members
- influence of unexpected events on families
- running away

In Section 2 students will become familiar with the different family structures and family functions. Students will also become familiar with ways to enhance family relationships. They will be able to identify the stages of the life cycle and see how family members are affected by each stage. Students are exposed to some coping skills that can be used to deal with unexpected family events. Finally, the students will gain a better understanding of problems related to runaways.

Teaching Suggestions

There are many other vehicles besides lecturing as a teaching technique for teaching relationships. Students are more enthusiastic and excited when they can explore relationship issues through a variety of classroom teaching formats. You may wish to try any of the following teaching techniques. Before choosing the strategy, keep the following in mind:

- the needs, abilities, and receptiveness of your students
- the atmosphere and structure of your class
- your abilities and preferences
- your community and parental support and involvement
- length of class periods
- your classroom resources (materials, equipment, space)
- suitability of the topic to the teaching technique

Some possible teaching techniques are as listed:

- | | |
|---------------------------------|-------------------------|
| • discussion | • in the news |
| • brainstorming | • independent study |
| • collages, posters, artwork | • literature |
| • videos | • structured activities |
| • creative writing | • open-ended statements |
| • role playing | • oral reports |
| • debates and panel discussions | • question box |
| • guest speakers | • small-group work |
| • help yourself | • student feedback |

These techniques can be used for the other modules as well.

Section 2 Assignment Answer Key (50 marks)

1. Students should have a good introductory and concluding sentence along with supporting statements. Ensure that the students have included the physical, emotional, and psychological functions.

Some functions provided by families include the following:

- provide shelter, food, clothing, and health care to satisfy physical needs
- provide emotional support, love, affection, safety, advice, caring, and understanding to satisfy emotional needs
- teach values, attitudes, religion, culture, new skills to satisfy psychological needs
- supply security, protection, and comfort (psychological needs)

(10 marks)

2.

| | |
|-----------------|---------------------|
| a. adolescence | f. launching period |
| b. senior years | g. childhood |
| c. infancy | h. senior years |
| d. middle years | i. middle years |
| e. adolescence | j. adolescence |

(10 marks)

3. The domino effect is the effect a person's actions has on another person's behaviour, which in turn affects someone else and so on. One example is as follows. Perin came home from school and told his mother he had a minor accident with the family car. His mother got all upset and was in a miserable mood. When Perin's sister got home from school, her mother yelled at her for no reason. At dinner time Perin's mom began to nag her husband about all the jobs he hadn't done around the house. Now the whole family is in a miserable mood. (5 marks)

4. Some communication skills that would be helpful in dealing with family disagreements include the following:

- Express your thoughts, views, and opinions clearly and calmly.
- Listen to the thoughts, views, and opinions of other people very clearly and calmly.
- Do not exaggerate any problems.
- Control your temper at all times.
- Do not be rude and insulting.
- Say what you mean and be honest. Don't say one thing and mean another and hope the person will understand.
- Respect each other's thoughts, views, and opinions.
- Compromise.

(10 marks)

5. Answers may vary. Some examples are given.

- birth of a child
 - Costs and responsibility will increase. The mother may not be able to work for some time, which may affect the family budget.
 - Some possible solutions are to share the work load and responsibilities. Family members can work part-time to ease the burden of a reduced salary.
- loss of a job
 - Job loss can cause much stress for a family. Sometimes it can lead to bankruptcy.
 - Some solutions may include cutting out activities, getting part-time jobs, changing the lifestyle, or seeing a financial counsellor. Personal counselling may be necessary to help cope with feelings of rejection or worthlessness.
- serious illness
 - Serious illness can cause stress, loss of a job, and reduction of family income.
 - The family can receive counselling, be supportive, and maintain a positive attitude.
- remarriage
 - Remarriage requires many adjustments for everyone involved. It can be stressful.
 - The family should share a positive attitude, practise good communication skills, and accept each other's differences.
- runaways
 - This crisis can cause much stress to a family.
 - Some solutions may include getting help from a professional counsellor, a doctor, or a religious adviser.

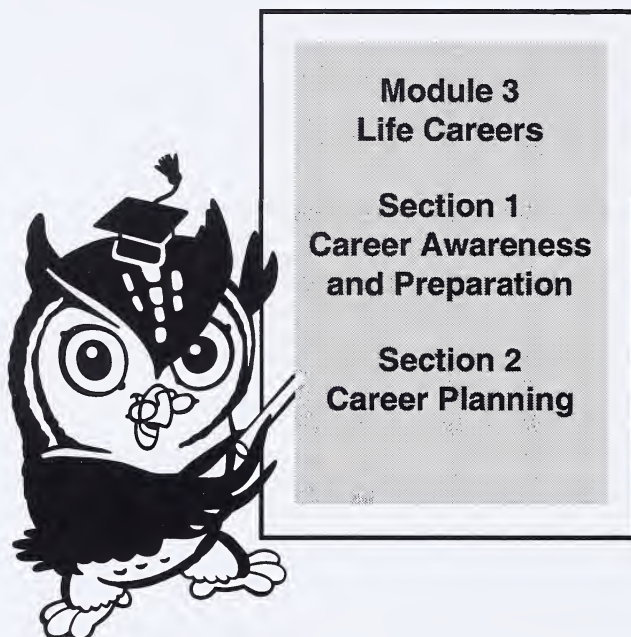
For solutions to these problems, a family can also talk to a friend, a doctor, a professional counsellor, or a religious adviser.

(15 marks)

Module 3: Life Careers

Overview

In this module students will gain an understanding of occupational classifications, the relationship between educational preparation and occupational choice, the changing nature of male and female roles, and stereotyping and its effects on male and female roles. They will also learn to appreciate the importance of continuing educational and vocational planning from an early age.



Evaluation

The evaluation of this module will be based on two assignments:

| | |
|----------------------|------------------|
| Section 1 Assignment | 50 marks |
| Section 2 Assignment | 50 marks |
| TOTAL | 100 marks |

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme III—Life Careers—at the Grade 9 level. When the resource can be used for more than one theme or more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

Choices for Living 9, Teacher Resource Guide

Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987 (Teacher Resource)

Note: Also used for Grade 9—Themes I, III, IV.

Knowing Yourself, Teacher Resource Book

Doherty, Maryanne. Toronto, Ontario: G.L.C./Silver Burdett Publishers, 1986 (Teacher Resource)

Note: Also used for Grade 9—Themes I, III, IV.

Lifestyle 3 Teacher's Guide

Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986 (Teacher Resource)

Note: Also used for Grade 9—Themes I, III, IV.

Making Career Decisions...A Step At A Time,

Books One and Two

Collins, M., D. Studd and J. Wallace. Scarborough, Ontario: Nelson Canada, 1984, 1985 (Student Books)

Note: Also used for Grade 7—Theme III and Grade 8—Theme III.

VIESA (Vocational Interest, Experience and Skill Assessment), Level I, Canadian Edition

Scarborough, Ontario: Nelson Canada, 1985. Components include User's Handbook, Career Guide Book and Job Family Charts (Teacher Resource)

User's Handbook

Career Guidebook

Family Charts

The following are suggested videos that are appropriate for use in this module:

- *Explore Your Options*
- *I Want to Be an Engineer*
- *Still Killing Us Softly*

Section 1: Career Awareness and Preparation

Key Concepts

- job classifications
- occupations and education/training requirements
- changing nature of male/female roles
- stereotyping

In Section 1 students will recognize the different ways in which occupations are classified. They discover that occupations are usually classified according to interests, educational levels, working conditions, and school subjects.

Students become aware that different types of education are required for different occupations. For the post-secondary institutions studied in this section, addresses, phone numbers, and fax numbers are provided so the students can contact those institutions they are interested in to get specific information. They will need to continue making career decisions regarding occupational choices.

Students become aware of the changing nature of male and female roles. The last part of this section focuses on stereotyping and its limiting nature.

Teaching Suggestions

To help students in Activity 1 understand that occupations are classified in many different ways, you may invite the school librarian and/or community librarian to your class to do a presentation on the resources available on job classifications. The librarian may also show your students how to use the resources to obtain the information they are looking for.

For Activity 2, you can invite resource personnel from any of the public colleges, private colleges, other private and independent colleges, technical institutes, universities, vocational colleges, or Alberta's apprenticeship program to speak to your class regarding the types of programs they offer, the entrance requirements needed, and the success of their graduates in finding related work. Allow time for students to ask questions. An activity like this one will help students recognize that different occupations require different degrees and types of education.

To introduce Activity 3, you may share the different roles in your life with your class. Have your students discuss their roles in life and how their roles can influence their career choices. Then brainstorm traditional and non-traditional career roles for males and females. Discuss how gender influences career choices.

For Activity 4, you may introduce stereotyping using the video “*Still Killing Us Softly*”. Be sure to preview the video before you present it to your class. The video is about the image of women in advertising.

Some of the areas that deal with the image of women and children in advertising include the following:

- women as objects
- women and violence
- children as sex objects

Have your students work individually, in pairs, in small groups, or as a class to collect advertising clips from newspapers and magazines.

Ask them to create collages dealing with the following themes:

- the image of men in advertising
 - white collar professions (business, medical professions)
 - blue collar professions (construction, farming)
 - care givers for children (fathers)
 - in relationships with women (husbands, boyfriends)
- the image of women in advertising
 - white collar professions (business, teaching)
 - blue collar professions (secretary, file clerk)
 - care givers for children (mothers)
 - in relationships with men (wives, girlfriends)
- age groups of males and females

The video entitled *Explore Your Options* can be used to introduce the concepts of stereotyping and exploring career choices and looking beyond the male and female stereotypes in the work force.

Section 1 Assignment Answer Key (50 marks)

1. The essay should have a title. Check to see that the essay has the following elements:

- an introductory paragraph
- supporting paragraphs
- a summary or concluding paragraph

The following is a summary of the information that could be included in the essay. When marking, use your discretion as to whether the answer is complete.

Students may find out more about the veterinarian occupation from the following sources:

- informed people (interviewing people in the field)
- personal experience (volunteer work)
- Alberta Advanced Education and Career Development
 - Occupational profiles provide information on duties, qualifications, salary levels, employment opportunities, training requirements, and professional associations.
 - Labour Market Information Centres provide information on occupational descriptions, wages, salaries, and labour market trends.

- schools and colleges: Many post-secondary institutions have employment centres where students can obtain counselling about occupational choices.
- career materials: Calendars from post-secondary institutions, magazines, professional journals, newspaper articles, booklets, pamphlets, videos, and career sections of major newspapers are useful sources.
- unions and professional, trade, or business associations
- Career Information Hotline
- federal government
 - *Job Futures: An Occupational Outlook*
 - *Canadian Classification and Dictionary of Occupations*
 - *National Occupational Classification*
 - *Career Moves Series*
 - *Career Considerations*
 - *Career Directions*
 - *National Guide to College and University Programs*
 - *Canada Prospects*
 - computer software programs

(25 marks)

2. Answers will vary. Students should have provided at least two advantages for each institution.

a. Some advantages of attending a college are as follows:

- They have low enrolments, offering students smaller classes and a close-knit environment.
- They allow many students the chance to start their post-secondary studies in or near their local communities, which helps reduce the cost.
- Some offer, in addition to a university-transfer program, the atmosphere for studying and practising a religious faith.

(2 marks)

b. Some advantages of attending a technical institute are as follows:

- Technical institutes offer one-year certificates, two-year diploma programs, apprenticeship programs, and continuing education programs.
- They offer academic upgrading courses to students who do not fully meet the entrance requirements for academic programs.
- Technical institutes are responsive to labour market needs and offer programs that reflect industry requirements.

(2 marks)

c. Some advantages of attending a vocational college include the following:

- Vocational programs are short, generally lasting one year or less.
- Some programs are created at the request of industry to train people for particular occupations.
- Students can upgrade their current education level (Grades 1 to 12).
- Students can also obtain the job-related skills and life skills they need to get a job.

(2 marks)

d. Some advantages of attending a university are as follows:

- Universities offer a wide range of programs (liberal arts, fine arts, sciences, social sciences, professional programs) through various departments and faculties.

- The Athabasca University is a distance-learning university which enables students to study at home.
- Students can enter the University of Athabasca with no formal academic admission requirements, as long as they are 18 years of age or older and Canadian residents.

(2 marks)

3. The Career Information Hotline provides the following services:

- helps people find career information
- helps people find a career counsellor
- sends free occupational information
- will provide other phone numbers to call

It provides information on the following:

- career planning
- occupational descriptions
- educational options
- job-search skills
- training programs
- educational funding
- resources
- referrals
- résumé preparation
- appropriate contacts and referrals

(6 marks)

4. a. Sex-role stereotyping is the labelling of someone's abilities or potential according to gender. **(3 marks)**

b. Sex-role stereotyping can limit your occupational choices, affect your wages or salary, prevent you from choosing an occupation you are interested in, and prevent you from doing the things you can do very well.

It can prevent you from choosing a career based on your skills and capabilities. It may discourage you from choosing non-traditional occupations. **(2 marks)**

5. a. Apprenticeship is learning a trade through observation, practice, and study while you work. **(2 marks)**

b. In the apprenticeship program, the student is hired by an employer in a trade. The student works under the supervision of a journeyman and attends short technical training courses. To become an apprentice, the student must be 16 years of age and meet the educational qualifications required for the trade that is applied for. In Alberta, it is now possible to start an apprenticeship even before finishing high school. There is a new program that allows a student to get apprenticeship and high school credits at the same time. The program is called RAP—Registered Apprenticeship Program. The student studies full-time while working toward trade certification. One hour worked counts as one hour apprenticeship and one hour toward a diploma. In some trades, the applicant must write an entrance examination. If the applicant has already successfully completed related high school, college, or technical courses, he or she can obtain credit toward an apprenticeship training program. **(4 marks)**

Section 2: Career Planning

Key Concepts

- individual characteristics
- need for continuous appraisal
- personal exploration
- personal attributes and occupational options
- individual profile of strengths and uniqueness
- planning short- and long-term goals
- Alberta High School Diploma
- courses and careers

Section 2 allows the students to get to know themselves better. They differentiate and personally explore their interests, skills, abilities, attitudes, aptitudes, temperament, needs, and values.

Students will recognize the need for continuous appraisal of their individual characteristics. They come to understand the importance of organizing their self-appraisal information into categories of strengths and uniqueness to help them with their career planning.

Students become aware of the importance of starting their career planning early. They learn about job-search strategies (networking, classified and career ads, job postings, Canada Employment Centres, and media) and job advertising tools (filling out application forms, preparing a résumé and an accompanying cover letter, and preparing for an interview), which will be very useful to them in finding jobs. They also learn about credits, graduation requirements, course selection, and the difference between core and complementary courses.

The last activity of Section 2 allows students to identify relationships between high school courses and occupations.

Teaching Suggestions

The video, *I Want to Be an Engineer*, can be used to introduce Activity 1. The video contains information on choosing a career according to individual characteristics. It describes three women who have chosen careers in three different areas of engineering—civil, biochemical, and environmental. Students will see how the enthusiasm, the commitment, and the personal and professional lives of these three women affected their career choices. The video also serves as a positive message for girls who might be interested in engineering as a career. It also deals with the changing roles of males and females and the emerging new domestic and professional lifestyles.

For Activity 1, students can be asked to create a “Profile of Me” booklet which highlights their interests, skills, abilities, aptitudes, attitudes, temperament, needs, and values. Students should be encouraged to find newspaper and magazine pictures of occupations that support the strengths of their individual characteristics.

To make Activity 3 interesting for students, involve them in group work and encourage them to role play different situations, such as being interviewed. This works well if you divide your class into groups of three. One student can be the interviewer, one the person being interviewed, and the third can be the observer.

For each group of students, provide an imaginary employment position for the student being interviewed.

Ask the interviewer to prepare some interview questions. Some common ones follow:

- What can you tell me about yourself?
- Do you have any experience in this area?
- Why do you want to work for this company?
- Why did you leave your last job?
- Why should we hire you instead of somebody else?
- What are your greatest strengths?
- What are your weaknesses?
- What are your long-term goals?
- When can you start working?
- If you stay with us for five or ten years, what do you think you will be doing?
- How well do you work under pressure?
- Do you have any questions?

At the end of each interview, have the interviewer and observer critique the person being interviewed, stressing that they should offer positive comments and constructive criticism. Remind the interviewer and observer to be tactful and use their communication skills.

The person being interviewed can be evaluated on the following points. Did the person being interviewed do the following things?

- come on time
- not chew gum or smoke
- demonstrate confidence and poise
- speak concisely and clearly
- act friendly and politely

- “sell” himself or herself
- answer questions fully without rambling on
- make eye contact and use body language appropriately
- ask intelligent questions
- end the interview in a friendly way
- shake hands and thank the interviewer

Cut out job advertisements from your local newspaper. Have students discuss how they will prepare résumés and covering letters for each job.

The résumé should contain the following information:

- personal data
- skills
- education and training
- work experience
- hobbies and interests
- references

Students should discuss tailoring the résumé to the job.

The covering letter format should be similar to the sample shown in Section 2. It should indicate how the job was heard about, the skills for the job, and a request for an interview.

Both the résumé and the covering letter should have the following features:

- They should be typed. There should be no typing errors and the typing should not appear crowded.
- Both should be clear and concise.
- There should be no spelling errors, poor paragraph structure, or bad grammar.
- The covering letter should be one page in length and the résumé no longer than two pages.
- The covering letter should be addressed to the person who does the hiring.
- Both must relate to the job being applied for.
- White, unlined, letter-sized paper should be used.

To introduce the decision-making model in Activity 5, have your students brainstorm a list of common decisions that they have to make. Some examples are as follows:

- to study on a regular basis
- to complete a major project due the next day rather than see a friend
- to spend the whole allowance on one pair of jeans when school supplies need to be purchased
- to be late for a curfew and not phone home

Have the students in your class use the decision-making model to work through some of the decisions that they brainstormed.

A Personal Decision-Making Model

Step 1: Define the problem or decision to be made.

Be aware that there is a problem or decision to be made. Consider the effect of this situation. Determine what is hoped to be gained by making the decision.

Step 2: Identify alternative courses of action.

Collect all available information and consider all imaginable courses of action that might be relevant to the decision.

Step 3: Consider the positive and negative consequences and possible outcomes of each alternative.

Step 4: Choose a course of action from among the alternatives.

Choose one course of action or a workable combination of more than one course of action.

Step 5: Make a plan to put your choice into action.

Outline some positive steps to make your choice a reality.

Step 6: Take responsibility.

Remember that your decisions are your choices. You “own” them.

Step 7: Act upon the decision.

Follow through with the decision and act upon it.

Step 8: Evaluate the outcome.

Are things going the way you planned?

Step 9: Be prepared to change or continue.

If things are going well, continue to take action; if things are going badly, consider other choices.

Section 2 Assignment Answer Key (50 marks)

1. Student answers will vary. There are no right or wrong answers for the top five individual characteristics. For the first column, be sure the students have listed their top five individual characteristics.

For the second column, the students should have stated at least one, preferably more than one, occupational group for each individual characteristic. Be sure the occupational group or groups the students have stated are in fact related to their top five individual characteristics. **(32 marks)**

2. Students should indicate some of the following:

- They should have some ideas of the occupations that relate to their individual characteristics (interests, skills, abilities, aptitudes, attitudes, temperament, needs, and values).
- They should know which high school courses relate to the occupation they are interested in.
- They should know the entrance requirements for the post-secondary institution they are planning to attend.
- They can consult with their school counsellor.

(4 marks)

3. Students should indicate the following requirements for completing an Alberta High School Diploma:

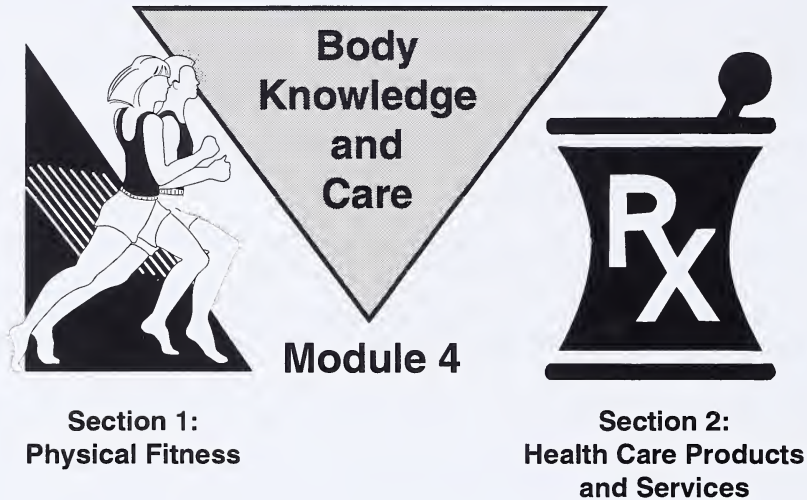
- having a minimum of 100 credits
- completing and meeting the standards of the following courses:
 - English 30 or 33
 - Social Studies 30 or 33
 - Mathematics 20 or 23 or 24 (or Mathematics 13 or 10 and any other five-credit mathematics course) If you take Mathematics 24 to meet this requirement, you must take the five-credit Mathematics 24 course.
 - Science 20 or 24 or Biology 20, or Chemistry 20 or Physics 20 (or Science 10 or any other five-credit science course) If you take Science 24 to meet this requirement, you must take the five-credit Science 24 course.
- completing and meeting the standards of the following:
 - Physical Education 10 (three credits)
 - Career and Life Management (Calm 20—three credits)
 - Ten credits from Career and Technology Studies (CTS) or fine arts, or second languages
 - Ten credits in any 30-level courses (including locally developed) in addition to English 30 or 33 and Social 30 or 33

(14 marks)

Module 4: Body Knowledge and Care

Overview

This module focuses on students understanding the importance of balanced fitness programs for optimum health throughout life. It encourages wise selection and responsible use of health care products and services.



Evaluation

The evaluation of this module will be based on two assignments:

| | |
|-----------------------------|------------------|
| Section 1 Assignment | 70 marks |
| Section 2 Assignment | 30 marks |
| TOTAL | 100 marks |

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme IV—Body Knowledge and Care—at the Grade 9 level. When the resource can be used for more than one theme or more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

AADAC Quick Facts Pamphlet

Choices for Living 9, Teacher Resource Guide

Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987 (Teacher Resource)

Note: Also used for Grade 9—Themes II, III, IV.

Knowing Yourself, Teacher Resource Book

Doherty, Maryanne. Toronto, Ontario: G.L.C./Silver Burdett Publishers, 1986 (Teacher Resource)

Note: Also used for Grade 9—Themes I, II, III.

Lifestyle 3 Teacher's Guide

Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986 (Teacher Resource)

Note: Also used for Grade 9—Themes I, II, IV.

Over-the-Counter Drugs: Smooth Talk and Small Print

Barr Films, 1980. Distributed by Gordon Watt/McIntyre Educational Media Ltd. Videotape dub (22 minutes) BPN VC273701 available from ACCESS Network Media Resource Centre. (16mm Film/Videotape)

The following are suggested videos that are appropriate for use in this module:

- *Over-the-Counter Drugs: Smooth Talk and Small Print*
- *The Immune System: Your Magic Doctor*

Section 1: Physical Fitness

Key Concepts

- physical fitness
- importance of being physically fit throughout life
- implementing individual physical fitness programs
- influence on physical fitness

Section 1 introduces students to the relative importance of physical fitness to overall health. It identifies the fitness benefits of sports and recreation. It stresses the importance of physical fitness throughout life. Students come to understand the importance of planning, following, and evaluating physical fitness. They learn that exercise, nutrition, rest, and sleep influence their physical fitness.

Teaching Suggestions

Invite a doctor or fitness specialist to your class to talk about the importance of physical fitness.

Invite the physical education teacher from your school to your class to talk about warm-up and cool-down exercises, and exercises that can be done to develop strength, endurance, flexibility, and body composition.

Section 1 Assignment Answer Key (70 marks)

1. The essay should have a title, good introductory and concluding paragraphs, and supporting paragraphs. Students may suggest any of the following characteristics of a physically fit person:

- has good posture
 - does not slouch or slump
 - stands with head high, shoulder blades flat, chest up, and stomach in
- eats balanced meals
 - follows *Canada's Food Guide to Healthy Eating*
- is mentally alert
- has a trim and healthy appearance
 - follows *Canada's Food Guide to Healthy Eating*
- is self-confident
- has muscular flexibility and cardiovascular fitness

(25 marks)

2. Ten advantages of being physically fit include the following:

- Your body is efficient; that is, it can perform a maximum amount of work with a minimum amount of effort.
- You have better circulation, which improves your skin.
- The heart is more efficient, thereby lowering the heart rate and improving circulation.
- Your posture improves.
- Muscle strength and tone is improved.
- People who are physically fit have a better mental outlook. (Boredom and depression are decreased.)
- The nervous system responds more quickly.
- The lungs operate more efficiently and excess energy is used, preventing body fat from accumulating.
- Bones and joints become stronger.
- You have fewer aches and pains.
- Your sleep is more restful.
- You can concentrate better.
- You have more energy and stamina.

(10 marks)

3. Any of the following nine may be listed:

- Walk or cycle to school.
- If busing to school, get off a few blocks early and walk the rest of the way.
- Spend noon hour doing a physical activity (play sports, go for a walk).
- Participate in the physical education programs at school.
- Join sports clubs.
- Instead of using an elevator or escalator, climb the stairs.
- Make special time for physical activity.
- Turn television watching into physical activity.
- Eat a nutritious lunch rather than junk food at noon.

(14 marks)

4. It is important to be physically fit throughout your life, regardless of age.

Babies require a healthy diet, plenty of sleep, and rest. They exercise when placed in a swing and when crawling.

During childhood, young children require a balanced diet, enough sleep, and rest. They exercise through participating in sports and play.

Adolescents need to eat a balanced diet, get sufficient sleep, and rest. They get exercise by participating in sports both in school and in the community. They often have special interests and hobbies that provide physical activity.

Young adults need to eat balanced meals as well as participate in physical activity.

People in their middle and senior years should include walking and flexibility exercises as part of their physical fitness program. Since they experience changes in metabolism rates, they should consume less food.

(15 marks)

5. Students may consider the following criteria when implementing or evaluating their physical fitness program:

- realizing their potential
- having a realistic plan
- deciding on the type of activity—doing it by themselves or with company
- the convenience of the program—Can they get there easily? Does the program fit into their schedule?
- the cost
- determining how they will start—Do they need to plan with someone else?
- enjoying doing the activities in the program
- examining the foods they eat—They should eat according to *Canada's Food Guide to Healthy Eating*.

- getting enough sleep and rest
- caring for their bodies and getting medical advice and assistance when necessary

(6 marks)

Section 2: Health Care Products and Services

Key Concepts

- determining individual health needs
- health care products
- health care services
- information sources
- cosmetic treatment
- effective use of health care products and services

In Section 2 students will have the opportunity to assess and determine when health care products and services are required. They will identify and use information from reliable sources to select the required health care products and services. They will become aware of the importance of using health care products and services appropriately to enhance their health. They will recognize the use and abuse of cosmetic treatment.

Teaching Suggestions

Invite a pharmacist to your class to talk about health care products like prescription drugs, over-the-counter drugs, first-aid supplies, grooming aids, and hygiene products.

To introduce Activity 3, invite any health care personnel (preventative, paramedical, medical, dental, pharmaceutical, or mental health) that are available in your community and surrounding area to your class to speak about the services they offer.

Section 2 Assignment Answer Key (30 marks)

1. In their paragraphs the students may indicate that some of the following influence their health needs:

- society—emphasizes the need to look well, be fit, and feel well
- media—introduces people to new products and ways of improving one's health and appearance
- peers—influence one by what they think, how they look, and what they use
- sports—requires certain fitness levels and equipment for protection (helmets, mouth guards, clothing, shoes)
- work—stressful working conditions may cause increased use of medications

(10 marks)

2. Students may buy health care products for the following reasons:

- | | |
|-----------------|---------------------|
| • self-concept | • family traditions |
| • values | • advertising |
| • peer pressure | • need |

(5 marks)

3. a. Prescription drugs are those drugs a doctor prescribes. A pharmacist fills out the doctor's prescription. They can include antibiotics, antidepressants, antihistamines, decongestants, sedatives, and tranquilizers.
- b. Over-the-counter drugs are those purchased without a prescription. They can include cold medicines, pain relievers, laxatives, sleeping aids, and stay-awake aids.
- c. Quackery is the practice of deceiving people into buying health care products and services (treatments, medicines, machines, gadgets) that do not work.

(9 marks)

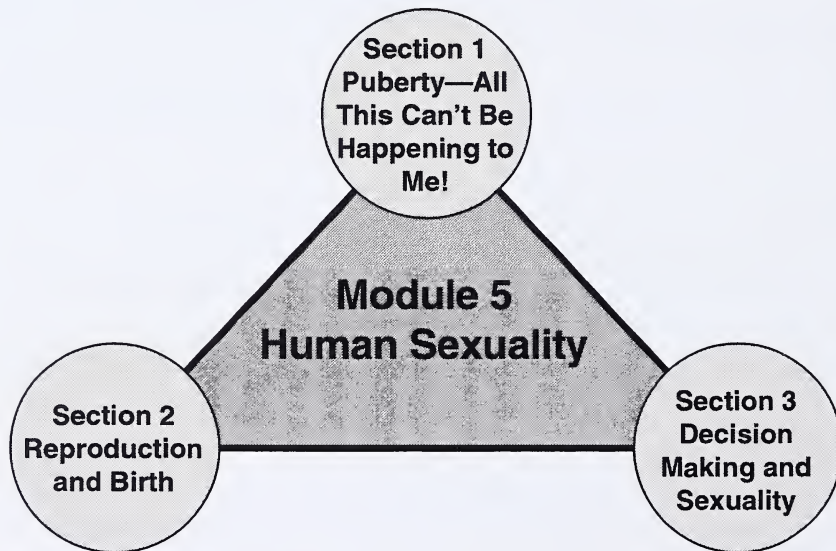
4. a. The Health Services and Promotion Branch is responsible for distributing information on alcohol and drug use, smoking, nutrition, and safety.
- b. Health and Welfare Canada is responsible for maintaining and improving the health of Canadians.
- c. The Health Protection Branch deals with complaints regarding foods, drugs, cosmetics, medical services, and radiation-emitting devices.

(6 marks)

Module 5: Human Sexuality

Overview

This module focuses on three areas of human sexuality—puberty, reproduction and birth, and decision making and sexuality. In Section 1 the students gain an increased awareness of puberty as being a physical and emotional growing process. They develop an awareness that each individual grows according to a unique sequence and timeline. Section 2 introduces the students to pregnancy and health and climacteric and menopause. The final section of this module emphasizes special decisions and concerns related to teenage pregnancy, and special decisions and information related to birth control and sexually transmitted diseases. Students become familiar with referral agencies and resources that are available for seeking STD information and treatment.



Evaluation

The evaluation of this module will be based on three assignments:

| | |
|----------------------|------------------|
| Section 1 Assignment | 10 marks |
| Section 2 Assignment | 20 marks |
| Section 3 Assignment | 70 marks |
| TOTAL | 100 marks |

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme V—Human Sexuality—at the Grade 9 level. When the resource can be used for more than one theme or more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

AIDS: What Young Adults Should Know

1987, Student Text

AIDS: What Young Adults Should Know

1987, Teacher Guide

A Million Teenagers

1985, Videotape dub (23 minutes) BPN VC679401 available from ACCESS Network Media Resource Centre.

(Videotape)

Choices: The Mating Game

Grades 7, 8, 9, 1986

Videotape and Teacher Guide

(This section on STDs is not appropriate. Other recommended and supplementary resources should be used.)

Videotape dub (59 minutes) BPN VC679201 available from ACCESS Network Media Resource Centre.

Note: Also used for Grade 7—Theme V.

Growing through Knowing, Teacher Resource Guide

Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1988. (Teacher Resource)

Note: Also used for Grade 7 and 8, Theme V.

Sexually Transmitted Disease, Teaching Outline and Resource Guide

Education Unit, Sexually Transmitted Disease Control, Alberta Health, 1988. (Teacher Resource)

The following are suggested videos that are appropriate for use in this module:

- *Teen Panel: Choices*
- *Real People: Meet a Teenage Mother*
- *AIDS: The New Facts of Life*
- *Teenage Sex: Resisting the Pressure*

Review the videos before using them to make sure they are appropriate for your class. You may choose to follow the video with a short test based on the material presented.

Teaching Human Sexuality—Where Do You Start?

To develop a solid foundation and a successful human sexuality program, check your school and school board policy. It is essential to first seek permission and support from the school principal and central office. Then inform parents and encourage their input. It is important to request participation of community resource personnel as well. The approval and support of all these members will ensure a well-established program.

Parental Involvement

Parental support and involvement is crucial to the human sexuality program. You, as a teacher, can involve the parents in many ways.

- You may be required by your school to have parental consent before a student can be involved in the program.
- You may plan a parents' informational meeting where the philosophy, rationale, objectives, and content of the human sexuality program are presented. At this meeting the parents should have the opportunity to meet the teacher and receive clarification on any aspect of the course. They should be able to review the instructional materials that will be used in the program as well as discuss and question any component of the program.

Following is a sample letter you may wish to use to invite parents to your parents' informational meeting. There is also one on page 152 of the *Health and Personal Life Skills Teacher Resource Manual* that you may want to use.

Sample of Invitational Letter to Parents

December 1, 19____
Lonestown Junior High School
Lonestown, Alberta
T1B 2D3

Dear Parent or Guardian,

During the upcoming semester, your child will have an opportunity to participate in the Human Sexuality theme of the Health and Personal Life Skills 9 program.

Topics that will be covered in the course include (list here).

Since it is important that the information presented in the program complement the information provided at home, I would like to meet with you at a Parents' Informational Evening on (date, time, place).

At this meeting you will have the opportunity to

- meet with me
- learn about the philosophy, objectives, and content of the course
- preview the proposed instructional materials
- discuss the program and ask questions about the course

I look forward to meeting you.

Yours truly,
Health and Personal Life Skills 9 Teacher

Signature

Community Resources

You will find that community resources personnel and agencies can provide much valuable information and assistance in this subject area. You can use these people as sources of information and resource materials and as guest speakers for some of the topics. Survey your community to see if any of these resources are available:

- media centres which provide audiovisual and print materials
- public health units
- health care personnel (doctors, pediatricians, nurses, nutritionists, pharmacists)
- social workers
- community religious leaders and counsellors
- disease control agencies
- family-planning agencies
- child welfare organizations

Possible Strategies for Teaching Human Sexuality

Before choosing a teaching strategy consider the following:

- the needs, abilities, and receptiveness of the students
- your preferences and abilities
- the support, involvement, and receptiveness of the parents and community
- availability of instructional materials and equipment
- suitability of the strategy to the topic

There are many vehicles for teaching human sexuality. To initiate enthusiasm, rely less on lecturing as a teaching technique and try some of the following formats.

Brainstorming

Brainstorming allows students to creatively explore ideas about a problem or topic. Welcome all suggestions without criticism.

Upon completion of the brainstorming process, do an evaluation to identify the most sensible, creative, and useful idea.

Informal Discussions, Debates, and Panel Discussions

Informal discussions give students the opportunity to express their feelings, values, and opinions based on shared facts and ideas. Prior to the commencement of the discussion you, as the teacher, should clearly state the topic or choose stimulating questions to be discussed. This will spark the discussion and provide the students with guidance and direction.

Discussions can be facilitated in either large or small groups. Smaller groups are often more appropriate as each student will have more opportunities to speak. Also, shy students are more likely to participate in smaller groups since they are speaking to fewer people.

You may prefer assigning students to small groups rather than letting them choose their own groups. This method prevents friends from becoming more involved with each other than with the task at hand, which can disrupt the group process. This method also solves the problem of some students being left out.

The textbook *Growing through Knowing: Issues in Sexuality; Book 3* and the student module booklet contain much of the factual information required. However, to obtain the most current information possible to assist you and your students in discussions, you may wish to contact sexually transmitted disease clinics, family-planning programs, social workers, pharmacists, doctors, nurses, and your local health unit. You can also use the government RITE number for your area to phone the provincial government health and social services departments.

Role Playing

Role playing is a technique that can be used to explore problems and issues and to find solutions.

You can begin by outlining a situation that requires a decision. The situation should be relevant to the students. This will enable the students to relate to the role-play situation and participate in the process more successfully.

Possible topics for role playing in this module could include decisions to be made regarding forms of sexual expression or alternatives to pregnancy. Students could also be asked for ideas for role-play situations.

Once a role-play situation has been chosen, print or type the roles on index cards. Allow the students time to read the cards and think about how they will play their roles. Success will likely be more assured if the students are allowed to prepare by practising their role play in advance.

Guest Speakers

Guest speakers can bring much information and experience to your students in the classroom. Possible guest speakers from the community could include doctors, members of the clergy, social workers, teenage parents, and family-planning educators.

Be sure to choose speakers who are dynamic, capable of easily developing rapport with your students, and experienced in the field. Have the students prepare for the presentation by listing relevant questions which could be asked after the presentation. The students may express their appreciation to the guest speaker through a thank-you speech, a gift given as a token of appreciation, or a thank-you letter.

Media

Students enjoy watching videos that allow them to get involved and identify with the characters and situations. Often they enjoy expressing their feelings, ideas, and attitudes about the issues presented. These issues can be used to stimulate classroom discussion.

It is important to preview any video you intend to show. Note the content, setting, type of language used, quality of acting, clothing styles, objectives, updated information, and realism of the situations and characters. You must realize that no video is perfect, but if a video is to be useful in the classroom it should be relevant, entertaining, and up-to-date.

Freebies

You can obtain many free pamphlets and handouts for classroom use from various community and government agencies. Have a place in your classroom where these pamphlets and handouts can be stored, and encourage students to help themselves.

Artwork

Artwork is an excellent way for students to express themselves. Collages depicting various forms of sexual expression, and posters dealing with unique individual development are some possibilities.

Creative Writing

Creative writing is a very good way to encourage students to express their opinions and indicate solutions to problems. Creative writing will work well in the problem-solving activities.

Independent Study

Independent study involves individual students researching and studying topics of personal interest. Teacher guidance is needed.

Upon completion of an independent study project, the student should have the opportunity to discuss any concerns or discoveries with the teacher. This method lends itself well to the study of STDs.

Question Box

There are ideas, concerns, and questions that students have, but feel too embarrassed to express. Having a question box where these concerns can be submitted anonymously would be beneficial. Only the teacher should have access to the comments submitted to the question box.

You could address comments found in the question box in time set aside prior to beginning each class.

Open-Ended Statements

You can make use of open-ended statements to help students express their feelings, attitudes, values, interests, opinions, and reactions.

Open-ended statements would work very effectively as an introduction to a topic or as a form of review. In Module 5 you may want to try using open-ended statements for the following activities:

- Making Decisions
- Forms of Sexual Expression
- Alternatives to Pregnancy
- Social, Emotional, and Mental Changes in Puberty
- Uniqueness of Individual Development

Creating a Positive Classroom Atmosphere

Because of the sensitive nature of many of the topics in the human sexuality module, it is important that a sense of openness be created. This allows students to feel comfortable when asking questions and discussing concerns. Individual privacy must also be respected. When openness and respect prevail in the classroom, students do not feel nervous about discussing many of the topics. If there is a problem with any student, it is best to discuss it with the student on a one-to-one basis.

Responding to a student's concerns, viewpoints, questions, and comments in a positive manner helps to create a positive learning environment. Many times there are no right or wrong answers and you must let your students know that their ideas are important and valuable.

Values, ideas, and beliefs about sexuality are unique to each individual and to each family. By working through this module together, you and the students with whom you are working will have the opportunity to discuss and share ideas on a wide range of topics.

Section 1: Puberty—All This Can't Be Happening to Me!

Key Concepts

- puberty
- uniqueness of individual development

In Section 1 students become aware of the physical, social, emotional, and mental changes that occur during puberty. They develop an awareness that each person is unique and special and has his or her own growth patterns.

Teaching Suggestions

- Invite a doctor or nurse to your classroom to discuss puberty and the changes that occur during this time.
- The teacher resource book *Growing through Knowing: Issues in Sexuality; Books 1, 2, 3* has some excellent ideas for teaching this section.

Section 1 Assignment Answer Key (10 marks)

- False a. ^{Testosterone}
~~Estrogen~~ is the hormone that triggers puberty in boys.

True b. ^{or girls}
Estrogen is the hormone in ~~boys~~ that triggers changes in puberty.

True c.

(3 marks)
- a. Puberty is the period during which physical changes take place that lead to manhood and womanhood.

b. Secondary sex characteristics are noticeable physical features other than sex organs which distinguish males from females. In males these characteristics include a deeper voice and facial hair, and in females they include broader hips and larger breasts.

(4 marks)
- The three major changes are

 - the start of the growth spurt
 - the maturation of the sex organs and genitals
 - the development of the secondary sex characteristics

(3 marks)

Section 2: Reproduction and Birth

Key Concepts

- reproduction
- birth
- health precautions during pregnancy
- climacteric and menopause

In this section students will gain an understanding of the process of reproduction from conception to birth. They will also develop an awareness of good health practices related to pregnancy.

Teaching Suggestions

- You may want to show a video on the reproductive system. Review the video before using it to ensure it is appropriate for your class. Prepare a short test based on the video material presented to see how well your students know the material.
- Have your students prepare special reports on birth defects, the possible results of drug abuse (drinking, smoking, etc.) during pregnancy).
- The teacher resource book *Growing through Knowing: Issues in Sexuality; Books 1, 2, 3* has some excellent ideas for teaching this section.

Section 2 Assignment Answer Key (20 marks)

- | | |
|------|-------|
| 1. C | 6. B |
| 2. D | 7. C |
| 3. D | 8. A |
| 4. C | 9. A |
| 5. A | 10. D |

(10 marks)

11. a. Afterbirth is the placenta and remainder of the umbilical cord expelled from the uterus shortly after birth.
 b. Uterine contractions are the tightening of the muscles of the uterus during labour.
 c. Labour is the regular and rhythmic contractions of the uterine muscles that expel the fetus from the uterus in childbirth.

(6 marks)

12. The student can choose any two of the following concerns.

- nutrition: A well-balanced diet helps to ensure that the fetus will develop properly and that the mother will be well nourished during her pregnancy.
- exercise: Exercise during pregnancy is important for improving blood circulation and increasing oxygen intake.
- rest: Rest is necessary for the growth and development that occurs during pregnancy and to ensure a healthy well-being for both the fetus and the mother.
- teratogens: There are two main teratogens that can pass from the mother to the fetus—disease-causing viruses and chemical substances which can all have harmful effects on the fetus.

(4 marks)

Section 3: Decision Making and Sexuality

Key Concepts

- forms of sexual expression
- contraception
- teenage pregnancy
- sexually transmitted diseases
- referral agencies and resources
- decision making

The final section of this module helps the students recognize the difference between physical and social-emotional maturity and reproduction. It helps students to develop an awareness of the responsibilities associated with sexual maturity. Students will develop an acceptance of self and others as sexual beings. It helps students develop an awareness of contraception and its purpose. Students will gain an increased awareness of the decisions related to teenage pregnancy. They should also become more aware of the nature of sexually transmitted diseases, how they are transmitted, their detection, and treatment. Students will gain useful sexuality information about agencies and resources that are available.

Teaching Suggestions

- For more information on sexually transmitted diseases contact

Alberta Community and Occupational Health
4th Floor, Executive Building
10105 – 109 Street
Edmonton, Alberta
T5J 1M8
Phone (403) 427-2830

- For more information on birth control contact

Sexuality Division, Calgary Health Services
Phone (403) 264-3454

- Invite a guest speaker from a local agency who works with adoptions.
- Discuss reasons that teenagers use for not using contraception when they decide to be sexually active.
- Discuss reasons why a girl might become pregnant.
- Arrange a field trip to a hospital where newborn, premature, and sick babies are cared for. Have your students prepare a report about the causes of the problems the babies have.
- Invite guest speakers to present both sides of the abortion issue.
- Discuss the topic, “STDs are everybody’s problem.”
- The teacher resource book *Growing through Knowing: Issues in Sexuality; Books 1, 2, 3* has some excellent ideas for teaching this section.

Section 3 Assignment Answer Key (70 marks)

1. Students’ answers will vary. The following are only examples of some possible answers. Be sure the students’ answers relate to each step and the alternative they have chosen.

Step 1: Identify Andrea's problem.

Should Andrea allow Jacques to do whatever he wants?

Step 2: Gather the information related to Andrea's problem. Identify at least two possible solutions. If you can think of more than two, that is great!

Choice A: Andrea would allow Jacques to carry on as he is.

Choice B: Andrea could tell Jacques she is not interested in seeing him if he continues to push her into more physical involvement than she wants.

Step 3: Consider all the alternatives, and list the pros and cons of each. Think about the best things that could possibly happen to Andrea (pros). Then think about the worst things that could possibly happen (cons).

- | | |
|-----------------|---|
| Choice A | <p>Pros</p> <ul style="list-style-type: none"> • Jacques will get his way and will be happy about it. • Jacques will probably continue to date Andrea. <p>Cons</p> <ul style="list-style-type: none"> • Andrea will feel guilty and uncomfortable because what she is allowing Jacques to do is against her values, feelings, and attitudes. • Andrea will hate herself for allowing Jacques to push her into something she does not feel good about. This could possibly lead to an unwanted pregnancy or STDs. Andrea might feel that Jacques is very self-centred, and will start to dislike him. • Jacques may be unsure of Andrea's feelings. |
| Choice B | <p>Pros</p> <ul style="list-style-type: none"> • Andrea will feel much better about herself. Her self-concept will be enhanced. • Andrea and Jacques may come to understand each other better. • Andrea will not feel guilty. • Andrea will not have to worry about things going too far and the possibility of an unwanted pregnancy or of contracting STDs. <p>Cons</p> <ul style="list-style-type: none"> • The relationship between Andrea and Jacques could dissolve. |

Step 4: Pick one of the choices, and make Andrea's decision.

Most students will decide on Choice B.

Step 5: Decide on a plan of action to carry out the decision. This means listing what Andrea will have to do to carry out the decision. You can also identify the ways she could handle potential obstacles.

Andrea should tell Jacques that she does not want him to push her into something she is not ready for. She will explain to Jacques the reasons for her decision. She will tell him that she is interested in dating him but she does not want to get serious too quickly.

Getting too serious at this age would be against Andrea's values, feelings, and attitudes. She might mention to Jacques that they are not responsible or mature enough to handle some of the possible consequences of sexual involvement (teen pregnancy and STDs).

Step 6: What could be the possible consequences of Andrea's decision? Remember, Andrea must accept responsibility for the decision and live with the consequences—good or bad.

Andrea realizes that by going along with her plan, she may never be asked for a date by Jacques again. She is prepared for this. Her popularity may also decrease because she is no longer dating the most popular boy in the school. She will feel good about herself, and that is more important than Jacques or popularity.

Step 7: Carry out the plan of action. Once you have decided on the steps necessary to successfully carry out Andrea's decision, she actually has to put them into practice.

Andrea must tell Jacques that she does not care to carry on as on the first date.

Jacques may tell Andrea that he will then ask other girls out. Andrea could then decide to date other boys and might consider going out more with her girlfriends.

Step 8: Evaluate the decision and plan. Do you think the plan will work? Explain why you think so.

Andrea's plan would probably be working well. She would feel good about her decision. She would now be comfortable and no longer feel guilty, because her choice conforms with her values, feelings, and attitudes. She would enjoy meeting other boys, and would enjoy spending more time with her girlfriends.

Step 9: Be prepared to change or continue. Depending on the evaluation, Andrea can either continue to take action, or go back to one of the other possible choices.

Andrea would feel pleased with her decision. She will stick with the decision because it coincides with her values, feelings, and attitudes.

(40 marks)

- | | | |
|------|------|------|
| 2. C | 4. D | 6. C |
| 3. B | 5. D | 7. A |

(6 marks)

8. a. Masturbation is the self-manipulation of the sexual organs to obtain sexual satisfaction.
- b. Sterilization is the process of making a person incapable of reproduction by severing certain tubes in the reproductive organs. In females the process is called a tubal ligation and in males it is called a vasectomy.
- c. Contraception is any means or device that prevents pregnancy. (6 marks)

9. True a.
- True b.
- False c. In a ^{infatuation}love relationship, jealousy and distrust are evident and giving and receiving are unbalanced.
- True d.
- True e.
- True f.
- False g. You ^{cannot}~~can~~ get an STD from toilet seats.
- True h.
- True i.

(18 marks)

Module 6: Culminating Project

Overview

Module 6: Culminating Project is intended as an alternative for completion by the student who chooses not to complete Module 5: Human Sexuality.

The student is encouraged to expand his or her exploration of topics in other Health and Personal Life Skills 9 modules, particularly those relating to occupational research, self-awareness and acceptance, relationships, and careers.

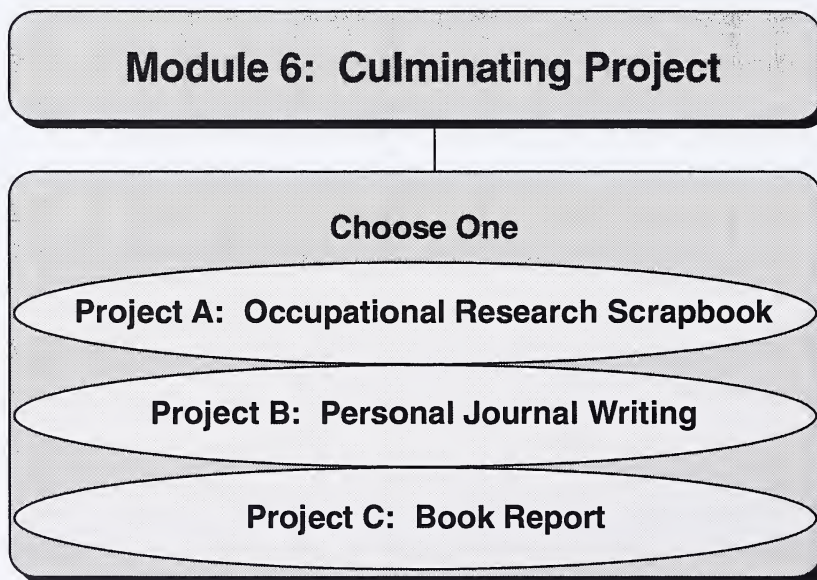
Project A offers the student the opportunity to learn more about an occupation he or she is interested in.

Project B affords the student an opportunity to develop skills in personal journal writing.

Project C encourages the student to begin critical reading in health and personal life skills areas which hold special interest for him or her.

The projects of Module 6, if completed conscientiously, require much effort and emotional investment on the part of the student.

It is equally important, however, that the projects be viewed as enjoyable, and as “time out” activities—chances for the student to be creative and to give relaxed thought to his or her life and surroundings. It is in setting this tone for the project module that the influence of the learning facilitator may be most importantly felt.



Evaluation

The evaluation of this module will be based on the completion of one project.

The project chosen by the student will be graded out of 100 marks. The following mark distribution is suggested.

Project A: Occupational Research Scrapbook

- Content
 - What Does the Occupation Involve? 30 marks
 - What Does the Occupation Require? 30 marks
 - What Does the Occupation Offer? 30 marks
- creativity shown in scrapbook design and organization 5 marks
- neatness and general appearance of scrapbook 5 marks

Total 100 marks

Project B: Personal Journal Writing

- The journal entries cover adequate time period of thirty days. 25 marks
- The journal entries show evidence of serious student effort to develop journal-writing skills and to explore personal feelings and thoughts. 40 marks
- The journal entries show that the student has reflected on past entries. 25 marks
- general impression 10 marks

Total 100 marks

Project C: Book Report

- The book report shows evidence of careful and complete reading of the book chosen. 25 marks
- The book report shows evidence that the student has attempted to apply ideas from the book to current circumstances. 35 marks
- The book report is well organized, with examples given when appropriate. 15 marks
- The book report shows evidence that the author of the book was researched (i.e., author's background, other books by same author). 10 marks
- good spelling and grammar; neat appearance 15 marks

Total 100 marks

Resources and Materials

In guiding the student to complete the work of this module, the learning facilitator's main role is to provide motivation.

Materials needed to complete Projects A and B are very basic—paper or scrapbook, scissors, writing materials, materials to cut and glue, newspapers, magazines, and reference books. The bulk of the material presented in the scrapbooks and journals must be the result of the student's own creative efforts.

In Project C the student must choose a book to read and review. Help in securing one of the suggested books or another book deemed acceptable by the learning facilitator (if the learning facilitator will be evaluating the project) may be much appreciated by the student.

Suggestions for Introducing the Module

Although Module 6 is intended as a culminating module in Health and Personal Life Skills 9, the student should be introduced to Module 6 and encouraged to choose his or her project early in the Health and Personal Life Skills 9 course of studies.

Project A involves some self-analysis. If the student realizes early that he or she will be choosing this project, this knowledge may increase motivation for activities in Module 3 of the course. Also, it may take time to gather materials that the student wants to incorporate into his or her occupational research scrapbook, and so an early start on this planning may be advisable.

Project B will require a minimum of thirty days to complete. Therefore, the student who chooses this project may wish to begin its development while working on Modules 1 to 4 of the course.

Project C involves searching for and reading a book related to the Health and Personal Life Skills 9 course of studies. This book search and reading may require a lengthy time period and, therefore, should be started early.

Module 6 may, then, be introduced early as a culminating focus for the course. This will allow the student to make needed arrangements for project completion and should increase motivation for the work of Modules 1 to 4.

Project A: Occupational Research Scrapbook

The objectives of this project are as follows:

- to allow the student to research an occupation of his or her interest
- to allow the student entering the workforce to gather information about an occupation that is suitable to his or her interests, skills, abilities, aptitudes, attitudes, temperament, needs, and values
- to examine the employment outlook in an occupation that interests the student both now and in the future
- to help the student decide if the occupation he or she is considering offers what he or she is looking for
- to help the student realize that knowing as much as possible about an occupation will make him or her more likely to succeed and will offer much satisfaction
- to gather the following information about an occupation—what the occupation involves, what it requires, and what the occupation offers

Evaluation should take into consideration the degree to which the student takes advantage of the opportunities for creativity and analysis provided by the project.

Project B: Personal Journal Writing

The objectives of this project are as follows:

- to introduce journal writing as a skill useful in providing social and emotional growth for the student
- to introduce the student to a variety of journal-writing suggestions and provide an opportunity to experiment with these ideas and practise journal-writing skills
- to allow the student the opportunity to self-disclose and receive empathetic feedback

Of the three projects in this module, Project B involves the highest level of willingness to self-disclose.

If your student is attempting this project, you may introduce exercises such as guided imagery and dream interpretation, which may increase the richness of journals, but which require a learning facilitator to introduce, guide, and monitor the learning experience. A number of exercises of this type are outlined in the following texts.

These texts have not undergone the standard review procedures of Alberta Education. Their titles are provided as a service only, to help local jurisdictions identify potential useful teacher reference resources. The responsibility for evaluating these resources before use rests with the local jurisdiction.

Proffoff, Ira. *At a Journal Workshop*. New York: Dialogue House Library, 1975.

Rainer, Tristine. *The New Diary*. Los Angeles: J.P. Tarcher Inc., 1978.

Simons, George F. *Keeping Your Personal Journal*. New York: Paulist Press, 1978.

Examples of published journals may be introduced as a motivational technique. However, you may find that this limits rather than expands the student's experimentation and creativity, as the student may copy examples of journal writing style rather than creating his or her own style.

You must keep in mind that journal writing can be a very new skill for the student. An extremely high level of disclosure and analysis cannot be expected. You should encourage attempts to use the journal as an emotional sounding-board and to analyse personal feelings whenever this is attempted. You should also encourage detail in the descriptive word pictures of journal entries. The right to deny the learning facilitator access to a certain minimum number of entries by covering these entries when the project is submitted for evaluation must be respected.

Project C: Book Report

The general objectives of this project are as follows:

- to allow the student the opportunity to explore in more detail an aspect of health and personal life skills which he or she finds interesting
- to encourage appreciation of books as vehicles for continued learning and self-growth
- to afford the student practice in relating vicarious experience to his or her own life and circumstances

It is important that the student chooses books he or she has not previously read in order to complete this project. This will assure that his or her book report provides an extension of knowledge for the student.

The focus of the project is the experience of reading the chosen book. The book report guides the student in an analysis of insights from the book and the application of these insights to the student's own life. The book report also provides a basis for evaluation of the student's effort in undertaking such analysis.

Teaching Suggestions

You may wish to have your students share their book reports or some aspect of their reports with the rest of the class. This sharing can take many forms.

- Students can bring small boxes from home to make dioramas of scenes from their books. Encourage them to be creative in the materials they choose, for example, using plasticine, popsicle sticks, construction paper, etc.
- Students may try writing what the books would say about themselves if they could talk.
- Students could prepare different types of interviews including those between
 - a magazine reporter and the author of the book
 - a magazine reporter and a character in the book
 - the author and a character in the book
- Students can make puppets to help dramatize events in their books or to portray some characters in their books to the class.
- Students can be encouraged to dramatize exciting parts of their books. Those dramatizations can be presented to the class.
- Students can dress up as their favourite book characters for a day.
- Students can design posters which show some exciting parts in their books.
- If the students decide to present their book reports orally, they may like to draw pictures on overhead transparencies to go along with their oral presentations.
- Students can make plasticine models or soap carvings of their favourite character(s) in their books.

Final Test

Included here is the answer key to the final test and the student's copy of the final test. The student's copy of the final test is designed for photocopying and faxing.

Note

The answer key and student's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

HEALTH AND PERSONAL LIFE SKILLS 9

FINAL TEST ANSWER KEY

Part A: Multiple Choice (10 marks)

- | | |
|------|-------|
| 1. D | 6. C |
| 2. D | 7. D |
| 3. B | 8. D |
| 4. C | 9. A |
| 5. B | 10. A |

Part B: Short-Answer Questions (48 marks)

1. The domino effect is the effect a person's actions has on another person's behaviour, which in turn affects someone else, and so on. For example, if you are happy, you promote happiness by acting positively towards your family. If you are sad, you make other people around you feel miserable. **(6 marks)**

2. The three functions of families include the following:
 - physical—provide food, clothing, shelter, care, and maintenance of the family home
 - emotional—provide understanding, caring, listening, love
 - psychological—supply protection, security, comfort**(9 marks)**

3. Students should mention the following as part of their advice:
 - Start slowly and gradually work up to your desired level of fitness.
 - Realize you are an individual and you can only work to your potential. You are the only one who knows your full potential.
 - Make a plan that is realistic for you. Be sure it is not too difficult and is something you will enjoy doing.
 - Decide whether you want to do the activity by yourself or have the company of a friend or a member of your family.
 - Take into account whether the activity you are planning is convenient for you. Can you get there easily? Is it available at a time that fits into your schedule?
 - Think about the cost. Is this an activity that involves money? Can you afford it?
 - Finally, how will you start the program? Do you need to plan with someone—your parents or your learning facilitator?**(5 marks)**

4. Health care products have the following information on their labels:
 - the safe amount to take
 - what ingredients are in the medication
 - advice on who should not take them, for example, asthmatics
 - when to take the product**(4 marks)**

5. One can enhance his or her physical fitness by doing the following:
 - taking an active part in one's physical education classes at school
 - taking advantage of physical fitness programs offered at school
 - getting involved in intramural activities

- joining sports teams
- walking, cycling, jogging
- doing physical activity during one's lunch break
- climbing stairs
- joining sports clubs like badminton, raquetball, swimming

(6 marks)

- It is necessary to continuously appraise yourself because there are many changes throughout your life in terms of family, friends, where you live, and what you do. You are always encountering new ideas and experiences that can affect your interests, skills, abilities, aptitudes, attitudes, temperament, needs, and values. **(6 marks)**
- One gains skills that will be useful to him or her when graduating. These courses offer one the chance to broaden his or her knowledge and prepare for a variety of occupational opportunities. **(4 marks)**
- One can get help or support from parents, friends, teachers, school counsellor, family doctor, brothers, or sisters.
 - This help or support might be of the behavioural, physical, emotional, or personal nature. **(8 marks)**

Part C: Short Essays (30 marks)

- The essay should have a title, good introductory and concluding paragraphs, and supporting paragraphs.

Students may suggest any of the following:

- Go out of your way to be friendly.
- Don't constantly make plans and then break them.
- Be a good listener.
- Don't talk about each other behind each other's back.
- Don't feel that you are better than your sister and be careful not to give that impression.
- Treat your sister as you would like to be treated.
- Be caring and considerate.
- Don't always try to have your own way.
- Be thoughtful.
- Don't go around correcting your sister.
- Don't laugh at the mistakes your sister makes.
- Say what you mean and be honest.
- Respect one another.
- When sending a message, give it as clearly as possible.
- Paraphrase to avoid misinterpretation of your message.
- Agree that you may sometimes disagree.
- Learn to compromise.
- Be realistic about each other. No one is perfect!

(15 marks)

- The students should include some of the following ideas in their essays.

Emotions have some effect on your physical well-being. When you feel happy, pleased about something, or content, you feel good physically, you have self-confidence and a positive self-image. When you feel stressed or unhappy, you may lack self-confidence and have a negative self-image. You are less likely to take good care of yourself. You will observe behaviour and health changes in yourself with respect to personal appearance, sleeping habits, self-concept, eating habits, contact with others, school work, how you spend your time, and general health.

Some health problems that can result from emotional responses are as follows:

- | | | | |
|-------------|----------------|--------------------|-------------|
| • headaches | • insomnia | • indigestion | • addiction |
| • migraine | • hypertension | • stomach ulcers | • obesity |
| • nausea | • anxiety | • anorexia nervosa | |

(15 marks)

Part D: Human Sexuality (12 marks)

1. The paragraph should have good introductory, supporting, and concluding sentences. Students may suggest any two of the following:
 - a well-balanced diet – follow *Canada's Food Guide to Healthy Eating*
 - moderate exercise
 - to improve circulation
 - to increase oxygen intake
 - rest
 - to cope with the growth and development that occurs during pregnancy and to ensure the well-being of both the fetus and the mother
 - teratogens
 - diseases (rubella, syphilis, toxoplasmosis, toxemia)
 - chemical substances (smoking, alcohol, heroin)

(6 marks)
2. Students should indicate any three of the following reasons for not using contraceptives:
 - certain religious beliefs and values
 - lack of knowledge and reliable information
 - belief that pregnancy will not occur
 - embarrassment about obtaining contraceptives or about family and friends discovering one's sexual involvement
 - belief that contraceptives are harmful and will not be totally effective

(3 marks)
3. Students may have listed any three of the following consequences of a teenage pregnancy:
 - The teenager may not be emotionally, mentally, or financially ready for the responsibility of parenthood.
 - The partners will have less time for each other.
 - Disagreements about child care can arise.
 - Their education plans, life goals, and life expectations may have to change.
 - An unwanted pregnancy can result in single parenthood or adoption.
 - The couple may marry young, and later divorce.

(3 marks)

Part E: Culminating Project (12 marks)

1. Students can give any six of the following pieces of advice for obtaining more information about the park warden career.
 - Interview people in the field.
 - Job shadow with people working in the field.
 - Contact Alberta Advanced Education and Career Development for occupational profiles that provide information about the duties, qualifications, salary levels, employment opportunities, training requirements, and professional associations.
 - Write to schools and colleges. These post-secondary institutions have employment centres where students can obtain counselling about occupational choices.
 - Contact the Career Information Hotline. The people will help Raisa find career information, send her free occupational information, and give her phone numbers to call for information.
 - Do volunteer work to gain personal experience in the field.

- Visit her local public library where she can get career materials like magazines, professional journals, newspaper articles, booklets, pamphlets, videos, and career sections of major newspapers.
- Contact Labour Market Information Centres which provide books, magazines, audios, and videos on career planning and occupational descriptions.
- Visit or contact federal government department that looks after this area. It has much information on choosing an occupation and planning one's program of studies.
- Get in touch with the union or professional association for information.

(6 marks)

2. A physically fit person has the following characteristics:

- | | |
|--|------------------------------|
| • good posture | • is self-confident |
| • eats balanced meals | • has a positive attitude |
| • is mentally alert | • has muscular flexibility |
| • enjoys activities and relating to others | • has cardiovascular fitness |
| • has a trim and healthy appearance | |

(4 marks)

3. A technical institute offers one and two-year diploma programs as well as apprenticeship and continuing education programs.

(1 mark)

4. The Health Protection Branch deals with all these concerns. **(1 mark)**

HEALTH AND PERSONAL LIFE SKILLS 9

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO HOURS** TO COMPLETE THIS TEST. Work quickly through all of Parts A to C and **either** Part D **or** Part E answering the questions you are sure you know. You will then be able to concentrate on the more difficult questions.

TOTAL MARKS: 100

PART A: Multiple Choice 10 marks

PART B: Short Answer 48 marks

PART C: Short Essays 30 marks

PART D: Human Sexuality 12 marks

OR

PART E: Culminating Project 12 marks

Important:

All students complete PARTS A to C inclusive.

If you completed Module 5 (Human Sexuality) of the Health and Personal Life Skills 9 course, you must also complete PART D of this test. If you opted out of Module 5, and instead completed Module 6 (Culminating Project), you must complete PART E of this test.

Value**PART A: MULTIPLE CHOICE****10**

Part A is worth 10 marks of the total examination mark.

Read each question carefully and decide which of the choices **best** completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

(1 mark)

1. Which of the following statements is true?

- A. One must go through the four stages of the grieving process before the healing can occur.
- B. Since interests change frequently during adolescence, it is common for friendships to dissolve.
- C. There is no perfect family: all families encounter some type of conflict.
- D. all of the above

(1 mark)

2. This post-secondary institution offers programs ranging from general interest and academic upgrading to vocational and career planning and university transfer.

- A. technical institute
- B. university
- C. apprenticeship program
- D. public college

(1 mark)

3. Infatuation is

- A. falling in love and planning to live happily ever after
- B. an intense feeling felt for a few weeks
- C. a complex feeling that develops over a long period of time
- D. shown in thoughts, feelings, and actions

(1 mark)

4. Bachelor, master, and doctoral degrees are granted by this post-secondary institution.

- A. public college
- B. apprenticeship program
- C. university
- D. technical institute

(1 mark)

5. This branch deals with alcohol and drug use, smoking, nutrition, and safety.

- A. Health Protection Branch
- B. Health Service and Promotion Branch
- C. Medicare
- D. Medical Service Branch

(1 mark)

6. A strong belief that is used to direct one's life and decisions is called a _____.

- A. short-term goal
- B. habit
- C. value
- D. long-term goal

(1 mark)

7. This term refers to the full picture you have of yourself.

- A. self-image
- B. self-confidence
- C. self-assurance
- D. self-concept

(1 mark)

8. Your values develop, grow, and change continually because they are influenced by

- A. your family and friends
- B. your community
- C. the media
- D. all of the above

(1 mark)

9. This is a system of building a support group of people who know you are looking for work and who will pass on information concerning

- A. networking
- B. apprenticeship
- C. job shadowing
- D. bonding

(1 mark)

10. Which statement is true?

- A. One may never get over the death of someone, but he or she can overcome the grief.
- B. Values are all those qualities that make a person unique and special.
- C. Apprenticeship is a good way to learn about an occupation because it involves following and observing a person at work.
- D. Good career planning should occur at the high school level.

PART A: RESPONSE PAGE

- | | | | |
|-------|----|-------|-----|
| _____ | 1. | _____ | 6. |
| _____ | 2. | _____ | 7. |
| _____ | 3. | _____ | 8. |
| _____ | 4. | _____ | 9. |
| _____ | 5. | _____ | 10. |

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

Value

PART B: SHORT ANSWER

48

Part B is worth 48 marks of the total examination mark.

Answer the following questions in complete sentences. Give examples where necessary to help clarify your answer.

(6 marks)

1. Define the term *domino effect* and explain how it affects the behaviour of family members.

(9 marks)

2. What are three general functions of a family? Give some examples of each type of function.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

(5 marks)

3. You are a doctor and a patient has come to you for help to start a personal physical fitness plan. What advice would you give your patient about starting such a plan.

[illegible]

(4 marks)

4. What kind of information is given on labels of health care products?

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(6 marks)

5. What are six ways one can enhance his or her physical fitness?

(6 marks)

6. In Module 3 you learned about the importance of continuous appraisal of yourself. Why is this important?

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

(4 marks)

7. Why is it important to select a variety of high school courses?

(8 marks)

8. Contracting for change is important in the growth of a positive self-concept. Even though a personal change is solely the responsibility of the person wanting the change, it is often beneficial to involve others in the process.

a. Where can one get help or support for making personal changes?

b. What kind of help or support might one receive?

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

Value

PART C: SHORT ESSAYS

30

Part C is worth 30 marks of the total examination mark.

Write two short essays on the following topics. It is suggested you spend about 20 minutes developing your essay for each topic, with a suggested total minimum of 40 minutes spent on both essays. Observe the rules of spelling, grammar, sentence structure, and paragraph construction in writing each essay. Begin with an introductory paragraph and end with a summary or concluding paragraph. Be sure to give each essay a title.

(15 marks)

- 1. In an essay, discuss what you would suggest to your friend who claims he just cannot get along with his older sister.

(There is more room for your work on the next page.)

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

(There is more room for your work on the next page.)

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

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(There is more room for your work on the next page.)

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

Value

PART D: HUMAN SEXUALITY

12

Part D is worth 12 marks of the total examination mark.

Questions in this portion of the test are to be attempted only by students who completed Module 5: Human Sexuality as part of their Health and Personal Life Skills 9 course. Students who did not elect to complete Human Sexuality studies, but instead completed Module 6, will omit PART D of the test and continue with PART E.

(6 marks)

1. In a paragraph, describe two health precautions that must be considered by a pregnant female. Be sure your paragraph has an introductory sentence, supporting sentences, and a concluding sentence. Be sure to proofread your paragraph for spelling, punctuation, and grammar.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your work on the next page.)

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

(3 marks) 2. What are three reasons teenagers may give for not using contraception?

(3 marks) 3. What are three possible consequences of a teenage pregnancy?

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

(4 marks)

2. What are four characteristics of a physically fit person?

(1 mark)

3. Which post-secondary institution offers one- and two-year diploma programs as well as apprenticeship and continuing education programs.

(1 mark)

4. What branch of the federal government deals with safety of food in Canada, safety effectiveness, availability of drugs, cosmetics safety, and disease monitoring.

| | |
|-----------------------|----------------------|
| Name of Student _____ | Student I.D. # _____ |
| Name of School _____ | Date _____ |

TEACHER QUESTIONNAIRE FOR HEALTH AND PERSONAL LIFE SKILLS 9

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes ☐ No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes ☐ No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

☐ Yes ☐ No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

☐ Yes ☐ No If no, explain.

5. The Learning Facilitator's Manual contains Assignment answers and a sample test. Did you find these helpful?

☐ Yes ☐ No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

☐ Yes ☐ No If no, explain.

7. Were students motivated to try these Follow-up Activities?

☐ Yes ☐ No If no, give details.

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

9. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

10. Did you fax assignments? ☐ Yes ☐ No

11. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Was the reading level appropriate?

☐ Yes ☐ No If no, give details.

5. Was the work load adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development Unit
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.



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